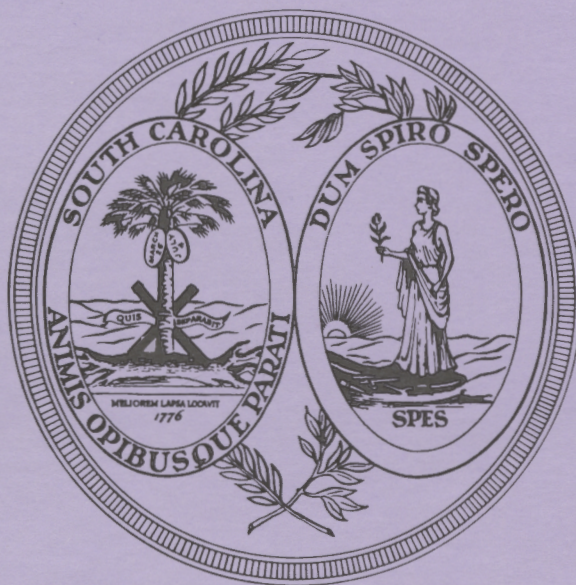


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THE COLLEGE OF CHARLESTON



ANNUAL REPORT 1991-1992

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College of Charleston

Charleston, South Carolina 29424

Office of the President

TO: His Excellency, Governor Carroll A. Campbell, Jr., and the
Honorable Members of the General Assembly of South Carolina

On behalf of the College of Charleston, I transmit herewith its Annual Report outlining the activities of the institution during the fiscal year ending June 30, 1992. The College appreciates the support and cooperation of the State of South Carolina in its important efforts to improve the quality of higher education in South Carolina.

Respectfully Submitted,

A large, stylized handwritten signature in black ink, which appears to read "Alex M. Sanders, Jr.".

Alex M. Sanders, Jr.
President

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THE BOARD OF TRUSTEES
(Effective January 1, 1992)

The Board of Trustees of the College of Charleston is composed of 17 members. Fifteen are elected by the General Assembly (two from each Congressional District and three members at-large), one appointed by the Governor and the Governor as an ex officio member of his designee.

COLLEGE OF CHARLESTON
BOARD OF TRUSTEES

Joe E. Berry, Jr., Chairman
Fitz-John C. McMaster, Vice Chairman
Sylvia Harvey, Secretary
Henry Hutson, Recording Secretary

Term Ending June 30, 1992

Cheryl D. Whipper	Charleston, S.C.	1st District
Joel H. Smith	Columbia, S.C.	2nd District
William J. Day	Greenwood, S.C.	3rd District
Merl F. Code	Greenville, S.C.	4th District
J. Vincent Price	Gaffney, S.C.	5th District
Marie M. Land	Manning, S.C.	6th District
Timothy N. Dangerfield	Aiken, S.C.	At-Large

Term Ending June 30, 1994

Gordan B. Stine	Charleston, S.C.	1st District
Joe E. Berry, Jr.	Columbia, S.C.	2nd District
Thomas W. Weeks	Barnwell, S.C.	3rd District
Robert S. Small	Greenville, S.C.	4th District
Fitz-John C. McMaster	Winnsboro, S.C.	5th District
J. David Watson	Latta, S.C.	6th District
Alton E. Jones	Hilton Head Island, S.C.	At-Large
John F. Clark	Columbia, S.C.	At-Large
Sylvia Harvey	Irmo, S.C.	Governors Appointee
John W. Molony	Charleston, S.C.	Governor's Designee

EXECUTIVE OFFICERS OF THE ADMINISTRATION

Harry M. Lightsey, Jr.
President

Conrad D. Festa
Sr. Vice President, Academic Affairs

Robert E. Lyon
Sr. Vice President, Institutional Advancement

George E. Haborak
Sr. Vice President, Student Affairs

Frederick W. Daniels
Sr. Vice President, Institutional Resources and Executive Administration

J. Floyd Tyler
Sr. Vice President, Business Affairs

PRESIDENT'S OFFICE

Harry M. Lightsey, Jr	President
Daniel Dukes	V.P. Governmental Affairs
Andrew L. Abrams	V.P. Legal Affairs
	Executive Athletic Director
	Director of Governor's School
Robert E. Gillis	V.P. Intercultural Affairs
J. Eric Forsberg	Internal Auditor
Elizabeth W. Kassebaum	Asst. V.P. Executive Administration

INSTITUTIONAL RESOURCES AND EXECUTIVE ADMINISTRATION

Frederick W. Daniels	Sr. V.P. Institutional Resources and Executive Administration
Monica R. Scott	Director of Institutional Research and Campus Planning
Margaret E. James	Director of Academic Computing and Facilities Management
Marcia Moore	Director of Administrative Computing and Facilities Management
Dollie Bond	Director of Personnel
Lamont Meyer	Director of Mail Services
Elizabeth Godfrey	Director of Administrative Services
James Shumate	Director of Physical Plant
Virginia Friedman	Director of Learning Resources Center
Henry C. Hutson	Secretary to Board of Trustee
John Kresse	Athletic Director

ACADEMIC AFFAIRS

Conrad D. Festa	Provost and Sr. V.P. Academic Affairs
Andrew L. Abrams	Associate Provost
Sue A. Sommer-Kresse	V.P. Enrollment Management
Sharon Pothering	Asst. V. P. for Academic Affairs
Patrick D. Green	Grants Administrator
William Lindstrom	Assoc. Dean of Undergraduate Studies
Sandra Powers	Assoc. Dean of Undergraduate Studies
Rose Hamm	Dean of Honors Program
Myrtle Glascoe	Director of Avery Research Center
Donald C. Burkard	Dean of Admissions
William Anderson	Registrar
Abbie Smith	Dean of Continuing Education
Donald R. Griggs	Director of Financial Aid
Thomas S. Gibson	Director of College Skills
Pamela Isacco-Niesslein	Asst. Dean of Advising
Sue Ventola	Director of Orientation
T. Eston Marchant, III.	Director, Professional and Community Services
Vancant	Director of Career Services
Boyce Cox	Asst. Director of Career Services
Andrew L. Abrams	Acting Dean of Graduate Studies
David Cohen	Dean of Libraries
Samuel M. Hines, Jr.	Dean of School of Humanities Social Sciences
Gordon E. Jones	Dean of Math and Science
Edward C. McGuire	Dean of School of the Arts
Howard F. Rudd	Dean of School of the Business and Economics
Pamela C. Tisdale	Dean of School of Education

INSTITUTIONAL ADVANCEMENT

Robert E. Lyon	Sr. V.P. Institutional Advancement
Susan Sanders	Director of College Relations
Anthony Meyer	Director of Alumni Services
Karen Abrams	Director of Development
Tomi G. Youngblood and Paul Craven.	Directors of Corporate and Foundation Relations
Elizabeth Hull	Associate Director of Annual Giving

STUDENT AFFAIRS

George E. Haborak	Sr. V.P. for Student Affairs
Vacant	Director of Student Activities
Sarah Stender.	Director of Health Services
Renee Pope	Director of Residence Life
Boyce Cox	Dean of Career Development
Ellenor M. Mahon	Director of Counseling
Richard B. Voorneveld.	Dean of Students
Eileen M. Baran	Asst. to V.P. for Student Affairs

BUSINESS AFFAIRS

J. Floyd Tyler	Sr. V.P. for Business Affairs
Joseph E. Bolchoz, Jr	Controller
Joel Lake	Director of Auxiliary Services
Ann Brownyard	Director of Procurement
Priscilla Burbage	Budget Director
Diane Dyches	Asst. Treasurer
Ralph Conrad	Bookstore Manager
Richard N. Krantz	Director of Fire and Life Safety

PUBLICATIONS

The following documents are publications of the College:

- The College of Charleston Undergraduate and Graduate Bulletins (the College course and academic requirements catalog)
- The College of Charleston Student Handbook
- The College of Charleston general brochure on Graduate Programs in Elementary Education, Marine Biology, Public Administration and History
- The College of Charleston schedule of courses for Fall, Spring and Maymester-Summer Sessions
- The College of Charleston Directory (addresses and telephone numbers)
- Student Publications: The Comet (yearbook), The Cougar Pause (newspaper), The Miscellany (literary magazine)
- The College of Charleston Newsletter (for the Alumni and Friends of the College)
- Speakers Bureau Directory
- The College of Charleston General Information Brochure
- The College of Charleston Admissions Prospectus, poster and other recruitment pieces
- The College of Charleston Financial Aid and Scholarship pamphlet
- The College of Charleston Honors Program
- The College of Charleston Academic and other Special Program publications
- The Blacklock Papers
- The College of Charleston Facts brochure

STATUTORY AUTHORITY

By section 10 of Part III of an Act Bearing Ratification No. 1050, enacted at the 1970 Session of the South Carolina General Assembly, approved by the Governor on April 2, 1970, the State of South Carolina acquired all property of the College of Charleston and assumed the operation of the College as a state-supported institution of higher learning, its governing board to be the State College Board of Trustees, created by Act No 353 of 1969 (Trustees). This Board was responsible for Lander College and Francis Marion College as well as for the College of Charleston. In 1988, a separate College of Charleston Board of Trustees was created by Section 59-130-10 by the South Carolina Code of Laws of 1988.

HISTORY

Although founded in 1770, the College of Charleston began its corporate existence March 19, 1785, with classes beginning July 3, 1785, and the first degrees conferred in 1794. In 1837 it formally became the first municipal college in the United States. The College of Charleston became a coeducational institution in 1918.

Rich in tradition and history, the College's graduates enjoy national prestige in countless areas of public life. Among its distinguished alumni, the College of Charleston lists such men of letters as James DeBow, Paul Hamilton Hayne, Ludwig Lewisohn, and Edward McCrady. Other alumni who have figured prominently in this country's political history include Mendel J. Davis, U.S. Congressman; James B. Edwards, Governor of South Carolina and Secretary of Energy; John C. Fremont, explorer and presidential candidate; Joseph E. Jacobs, Ambassador; Burnet R. Maybank, Mayor of Charleston, Governor of South Carolina, and U.S. Senator; L. Mendal Rivers, U.S. Congressman; and Ferdinand A. Silcox, Chief Forester of the United States.

Other alumni who have made contributions to various fields of endeavor include Frank Blair, network news commentator; Frances Ravenel Smythe Edmunds, Preservationist; William S. Gaud, Executive Vice President of the International Finance Corporation; Dr. Webb E. Haymaker, Senior Scientist and Director, Life Sciences, NASA; Wendall M. Levi, Attorney, Author, Horticulturist and Ornithologist; Josephine S. Pinckney, Authoress; Edward L. Powers, Geneticist and Zoologist; Herbert R. Sass, Author; Paul E. Scherer, Theologian; Forsyth Serfesse, Financial Advisor to the Chinese government and Forester; and Albert Simons, Architect and Author.

On July 1, 1970, the College of Charleston became part of the higher education system of the State of South Carolina and entered into a new phase of history. As a state agency, the College has expanded and provided new majors and course offerings to better serve the students, the community, and the state. Its growth has been far more rapid than any experienced in the past.

Since becoming a state-supported college in 1970, the campus has grown from approximately seven acres to currently over 52, the enrollment from 1,040 to 8,781, the faculty from 52 to 285 the course offerings from 300 to 1,402, and the staff from 72 to over 400.

The College's accreditation was reaffirmed in 1986 by the Southern Association of College and Schools. It is an equal opportunity institution.

PURPOSE

Until July 1, 1970, Charleston was without a state-supported, general purpose college open to students of both sexes. The purpose of the College of Charleston is to bring a varied and well-balanced higher education program within the reach of all qualified students in the low country, and the State, and the Southeast. Although every county in the state is represented in its student body, the majority are from the commuting Tri-County area. Its purpose as an institution is to provide an expanded range and quality of academic programs at a cost comparable to that of other state-supported colleges.

The program of the College will continue to be oriented to instruction in the arts and sciences on the undergraduate level. Post-graduate programs have been confined to the Master's degree level in the past; however the College anticipates offering a limited number of doctoral degrees in carefully selected areas. The College participates in graduate instruction as authorized by the Commission on Higher Education.

In the past, without the existence of a state-supported institution, 70% of the high school graduates of the local area terminated their formal education. It has been one of the purposes of the College to narrow and ultimately close the educational gap for Charleston and the lowcountry area. The enrollment growth in the past twenty years provides a measure of the success in this massive undertaking.

The College of Charleston Board of Trustees approved the following Statement of Purpose for the College of Charleston in 1991:

The College of Charleston is a moderate-sized coeducation state-supported comprehensive institution providing a high quality education in the arts and sciences, education and business. Consistent with its heritage since its founding in 1770, the College retains a strong liberal arts undergraduate curriculum, while striving to meet the growing educational demands primarily of the Lowcountry and the State and, secondarily, of the Southeast. A superior quality undergraduate program is, therefore, central to the mission of the College.

In addition to offering a broad range of baccalaureate degree programs, the College currently provides an increasing number of masters degree programs which are compatible with the community and the state. The College also anticipates offering a limited number of doctoral degrees should location and need warrant. As a prominent component of the state's higher education system, the College encourages and supports research. Its faculty are important sources of knowledge and expertise for the community, state, and nation. Additionally, the College provides an extensive continuing education program and cultural activities for residents of the Lowcountry of South Carolina.

PRESIDENT'S OFFICE/EXECUTIVE ADMINISTRATION

EXECUTIVE ADMINISTRATION

The Office of Executive Administration coordinates the general operation of the President's Office and is the principal advisor on administrative matters at the College. Additionally, the office serves as the liaison person for providing services to the College of Charleston Board of Trustees.

Offices which comprise the Executive Administration are the Vice President for Legal Affairs, Vice President for Governmental Affairs, Internal Auditor, Vice President for Intercultural Affairs, and the Assistant Vice President for Executive Administration.

LEGAL AFFAIRS. The Vice President for Legal Affairs provides legal advice to the President and other administrators, faculty members, and students in such areas as disciplinary matters and grievances, content of publications and contracts, and immigration and personnel matters. He/She also represents the College in litigation unless the employment of outside counsel is authorized by the Attorney General, in which case he/she monitors cases, serves as liaison and assists outside counsel.

GOVERNMENTAL AFFAIRS. The Vice President for Governmental Affairs has the responsibility of acting for the President in representing the College with the South Carolina General Assembly, Budget and Control Board, Commission on Higher Education, and various other state boards and commissions. The Vice President for Governmental Affairs assists the President in planning for various projects and programs at the College and gaining necessary approval for these projects and programs as necessary to meet the needs of the academic, research and community service mission of the College of Charleston.

INTERNAL AUDITOR. The Office of the Internal Auditor conducts ongoing financial and management audits of all operations in every division of the agency. The purpose of these audits is to ensure fiscal accountability and control, as well as the most efficient and effective use of its resources.

INTERCULTURAL AFFAIRS. The Vice President for Intercultural Affairs is a multi-faceted position. Responsibilities include coordinating the College's effort for the development, implementation and monitoring of practices and policies which assure fair and equal access and treatment of all employees and students at the College. In carrying out the responsibilities of the position, the Vice President works closely with in-house Legal Counsel, the Senior Vice Presidents, Vice Presidents, Deans and Department Chairpersons, and other Administrators throughout the organization. Key responsibilities include making recommendations to the President for a growing campus that is multi-cultural and diverse in its student body, employees, programs, and activities. The office monitors the College's progress toward meeting organizational goals, completes statistical and written reports as required by State and Federal Agencies, and implements new programs under the College's Affirmative Action Plan.

The position serves as the liaison between the College and enforcement agencies and provides consultation regarding Title VII, Title IX, Section 503 and

504 of the Rehabilitation Act; the Americans with Disabilities Act investigates complaints that allege discrimination and complaints of sexual harassment; counsels employees and supervisors on relationships affecting job performance; and acts as the conflict/resolution officer. The position administers a Substance Abuse Program under a Referral Employee Assistance Program; serves as an ex-officio member on all search committees; and expends Access and Equity Funds for authorized Handicapped Student Services through the utilization of other campus offices.

ASSISTANT VICE PRESIDENT FOR EXECUTIVE ADMINISTRATION. The office assists students, administrators, faculty and external groups in planning and managing public events to assure that appropriate consideration is given to the allocation of space, development of invitation lists, publication needs, protocol, supervision of events, collegiate image, and audience development. Additionally, the Office is responsible for the management of the Sottile Theatre, the Simons Center, and the Physicians Auditorium.

ATHLETICS. The College of Charleston received NCAA Division I status September 1991 and at the same time became a member of the Trans America Athletic Conference. The College fields 15 varsity sports with a 16th, women's softball, beginning in the fall of this year.

Men's Basketball. John Kresse led the Cougars to a 19-8 record including a season opening 68-54 win at nationally ranked UNC Charlotte. The Cougars have compiled a 53-28 record against Division I competition the past three seasons. Before the Cougars became Division I, Charleston won five consecutive District 6 titles including the 1983 NAIA National Championship.

Baseball. In only their second season, the Cougars finished the spring with a 16-29 record including a 2-16 TAAC mark. Head Coach Ralph Ciabattari earned his 150th career coaching win during the campaign. Charleston finished with a 16-14 mark against non-NCAA Tournament participants.

Men's Soccer. The College of Charleston finished with an 11-6-1 record last season including a 5-3 win over NCAA Tournament participant Furman and battled then undefeated and third-ranked Wake Forest to a 2-2 tie. Charleston boasted a 7-0-0 record at Remley's Point, allowing one goal in seven home matches.

Men's Swimming. Head Coach Bill King guided the Cougars to a 11-4 record this past season including a thrilling win over Atlantic Coast Conference member Georgia Tech.

Men's Tennis. Coach Angelo Anastopoulou led the Cougars to a 18-5 record and a third place finish in the TAAC tennis title by defeating Florida International for the #2 doubles crown.

Men's Golf. Under Head Coach Daniel Dukes the Cougars enjoyed an exciting spring season playing in six NCAA sanctioned tournaments. These tournaments included the team's first participation in Trans America Athletic Conference Tournament. Charleston finished third in the TAAC event, only five strokes behind winner Southeastern Louisiana.

Women's Basketball. Scooter Barnette led the Lady Cougars to a 15-13 record including a 9-4 TAAC mark. Charleston's first win of the season was a 66-63 upset of Southeastern Conference member South Carolina. Junior Center Denise Hogue led the nation in blocked shots averaging 5.3 per contest. Her 147 total blocks were only four shy of the NCAA single season record.

Women's Volleyball. Led by Head Coach Laura Lageman, the Lady Cougars have compiled records of 22-11, 31-14 and 29-22 in their 29-22 mark last season included an 8-5 TAAC record and third place finish.

Women's Swimming. Led by Head Coach Bill King, the Lady Cougars finished with a 7-7 record this past season. Their biggest win was an upset of Atlantic Coast Conference member Georgia Tech.

Women's Tennis. The Lady Cougars finished with a 18-1 record under first year coach Angelo Anastopoulo. Charleston placed third in the TAAC tournament held at Macon, Georgia. The ladies had impressive wins over Georgia Tech, UNC Charlotte, Temple, Furman and Davidson.

Women's Golf. In only their fourth season of competition, the women's golf team has become one of the top programs around. The Lady Cougars finished second in the TAAC Tournament and Head Coach Nancy Newberry was named TAAC Coach-of-the-Year.

Equestrian (Co-Ed). The College's equestrian program is in its fourth year of varsity status and is regarded as one of the finest in the nation. Charleston is coached by Bob Story and is again positioned for another top-five finish in 1992.

Sailing (Co-Ed). The Sailing program continues to be one of the best in the country under head coach George Wood. The College hosted to the 1992 National Intercollegiate Championships, June 1-10, at the James Island Yacht Club.

Men's and Women's Cross Country. Under the direction of Head Coach Ed Ledford, the cross country program has excelled in only two years of competition. The men and women compete in events throughout the southeast. Senior women's runner Micky Kawohl set three course records last season while earning All-TAAC honors, the TAAC Female Athlete of the Year award and earned GTE Third team Academic All-America honors.

SENIOR VICE PRESIDENT FOR INSTITUTIONAL RESOURCES AND EXECUTIVE ADMINISTRATION

PERSONNEL. The Personnel Department's responsibilities include planning, formulating, implementing, administering, and supervising personnel programs at the College of Charleston. These elements of responsibility are comprised of the recruitment, employment, classification, compensation, employee relations, and records retention for all classified employees of the College. The Personnel Department performs all of the administrative employment functions for the faculty and special program personnel; formulates policies and procedures within the framework of the State Personnel Employment directives; and ensures compliance and conformity in all personnel matters. The Department is

responsible for the administration of all benefits programs available to all College employees, and is responsible for the College's staff development and training programs for non-credit courses. As of June 30, 1992, there were 362 filled classified positions and 323 filled unclassified positions.

MAIL SERVICES. The College Mail Services employs four full-time members. It provides delivery of student mail and parcels within the distribution center and two other centers totaling 3500 boxes. It provides pick-up and delivery of intra-campus and US mail to all College facilities. An Intra-State Courier Service is operated between the College of Charleston and other State agencies designated by the Budget and Control Board, Division of General Services, and Inter-Agency Mail Services. The College Mail Service also receives mailable parcels through Express Mail (US Post Office), Federal Express, United Parcel Service, AirBorne, DHL, and Roadway.

ADMINISTRATIVE SERVICES. The Administrative Services Department is responsible for providing the campus with telephone, fax, and copy services. The staff directs the acquisition, installation, maintenance, traffic flow, and repair of telephone service to 1500 lines. Support and facilities are provided to the Computer Services Operation for the transmission of data over the local networks. Faculty, staff, and student telephone listings are updated regularly with Directory Assistance, and this information is printed in the annual faculty, staff, and student campus directory. A revenue-generating student long distance service is administered, and monthly administrative telephone charges are justified, billed to the departments, and investigated when appropriate. Long and short range plans are forecasted and presented to the Division of Information Resources Management for planning and implementation. The procurement, maintenance, and amortization schedules for the copy center and sixteen satellite copy areas are also administered. The campus Copy Center provides a quick copy service to the campus that includes high-volume copying, lay-out, design, spiral binding and desktop publishing. The center is equipped with an off-set press, high-speed copier, and other related equipment. Long range procurement plans and projections related to both telephone and copying technologies are developed and formulated into the College's annual Information Technology Planning Document. The department is also directly involved with identifying and providing communications technology for the College's disabled or impaired constituencies.

ADMINISTRATIVE COMPUTING AND FACILITIES MANAGEMENT. The Administrative Computer Services Department is responsible for supporting all administrative staff with their computing needs and questions. The department provides support for the two DEC-VAX mainframe computers and the Wang minicomputer along with all the PC and printer hardware. Support also includes the maintenance and enhancement of all administrative computer application software on the large computers (student information systems, financial records systems, human resources systems, alumni/development systems, inventory systems, etc.) as well as the training, support and programming of PC software. In addition to the computer hardware and software, the new campus fiberoptics network and the existing campus Wang network are supported.

During the 1991-92 fiscal year, Administrative Computer Services stabilized the new Student Information System, Financial Records System, and Alumni/Development System. The College implemented the new version of the student Information System (SIS Plus) and added a classroom management module under SIS. Additional modules for the Financial Records System (FRS) were purchased and implemented for Purchasing, On-Line RQs, and Management Reports. The College also began implementation of Electronic Data Exchange processing to handle financial aid applications and started electronic transmission of loan applications to the S.C. Student Loan Corporation.

As for the hardware, the department upgraded its two VAX 6000-410 computers to a 6420 and a 6610 increasing computing power six fold. Additional disk space was added to accommodate new increased demands. Also, the campus-wide electronic mail system became widely used throughout with the training of faculty and staff.

The new campus fiberoptics network continued to grow in both connections and functionality. Currently, more than 300 PC's, 50 terminals, 50 printers, and 4 host computers in 43 different buildings are connected. Four large file servers are used so that PC applications and equipment can be shared. Research was begun to allow connectivity to the InterNet and BitNet networks became functional in 1991, as well as the COASTNet Network, which links Charleston area libraries, colleges and universities.

ACADEMIC COMPUTING AND FACILITIES MANAGEMENT. Academic Computing serves as a key link between the academic community and the computer resources available to the College's students and faculty.

The department is charged with providing, staffing, and maintaining the computer facilities used for academic purposes at the College of Charleston. The department operates two computing centers open to all College of Charleston students. The Center in the basement of the Robert Scott Small Library contains 54 Zenith 386SX's and 20 Macintosh IIsi's networked to two Zenith file servers. The Center in room 404 of the J.C. Long Building is equipped with 73 Zenith 386SX machines. These comprise two networks that are bridged to two networked classrooms in the same building. Additionally, there is a network of 24 Macintosh IIsi's and 10 Apple II's. Laser printing is available in both centers at no cost to students. All networks are loaded with a wide variety of software and help is available at all times. Additionally, free seminars on various application software packages and PC fundamentals are offered throughout the semester. The department operates libraries of software in the centers. The Centers are open seven days a week.

Additionally, the department manages a VAX 6510 for use by the academic community as well as running the Data Research Associate software for the Robert Scott Small Library for their automation. It also serves as the name server for BITNET and Internet.

There are small Student Computing Centers in each of the dormitories to which students have 24-hour access. These centers are equipped with Zenith 286 LP/8 computers.

There is also a small computing center in the Stern Student Center for use by the commuter students.

Academic Computing is dedicated to promoting campus-wide computer literacy. The staff is committed to foster an atmosphere of learning and individual experimentation within the centers which will enable the ambitious student to

progress beyond simple literacy. To this end, the Centers are equipped with a variety of tools designed to facilitate the dissemination of information, stimulate personal creativity and enhance problem solving capability.

INSTITUTIONAL RESEARCH AND CAMPUS PLANNING. The Office of Institutional Research and Campus Planning is an integral part of the various institutional planning processes that exist for the preparation of both internal and external planning documents.

The Institutional Research component is responsible for the collection and analysis of management information for decision-making, the preparation of all required external reports for the Commission on Higher Education and the federal government, the preparation of special reports and research studies, the preparation of external questionnaires, surveys, the Annual Report, request for institutional statistics and information, and the maintenance of the College's Space Inventory.

The Campus Planning component is responsible for the development of the College's Master Plan for the physical development of the campus, its long-range permanent improvement program, and its short-range space allocation program.

Physical Facilities. The College of Charleston's main campus comprises approximately eleven city blocks bounded by Vanderhorst, St. Philip, Wentworth, and Coming Streets. The buildings consist of Harrison Randolph Hall (the administrative building), Towell Library (the original library), Porter's Lodge, Maybank Hall (classroom building), the Robert Scott Small Library, Central Energy Facility, Science Center, Thaddeus Street, Jr. Education Center, Physicians Memorial Auditorium, Albert Simons Center for the Arts (Fine Arts Center), Theodore S. Stern Student Center, Cafeteria, men's and women's residence halls (1,799 permanent beds), the President's Residence, Student Health Center, Early Childhood Development Center, 60 former residences converted to faculty and administrative offices, and student residences, a gymnasium constructed in 1939 as a WPA project, the F. Mitchell Johnson Physical Education Center, Physical Plant Repair Shops, the J.C. Long Building (Computer Services, Computer Science, and the School of Business), the Sottile Theatre and the former Sears building. The College also operates Grice Marine Laboratory at Fort Johnson on James Island and an Outdoor Activities Facility at Remley's Point in Mount Pleasant. Nine of the former residences are being leased from the College of Charleston Foundation for faculty and administrative offices and dormitories. During the 1991-92 fiscal year, the College completed or initiated several major projects including the partial renovation of the Sottile Theatre, the expansion of Craig Cafeteria, various site development projects, and the partial expansion of the third increment to the Central Energy Facility.

The College is located in Charleston's Old and Historic District. The zoning ordinance imposes strict regulations on use, construction, demolition and alteration within the district. Extensive demolition and site clearing for new construction is not possible, and restoration and maintenance of existing buildings, primarily former residences, is regulated.

The College has renovated and converted over 80 buildings for College use, most of which are former private residences. Fifty-five of these buildings contain less than 5,000 square feet. Forty-six percent of the buildings are over

120 years old. This figure includes eight percent which are over 170 years old. Seventy percent of the buildings are former residences.

The problem with the historic facilities is that most are not on the underground steam and chill water system or the centrally metered electrical distribution system. Most are heated with natural gas directly from the city service lines of SCE&G or an oil-fired heating system. Most of these buildings have not been insulated in the roof, the sides, and crawl space below the ground floors. None is equipped with storm windows. Energy costs for these types of facilities are very high relative to total square feet of standard facilities found at most other colleges and universities. These are fragile buildings, mainly inaccessible to the physically handicapped. Most of the buildings are wooden frame with ornate porches on each floor, the appearance of which must be maintained for historical purposes. Some have expensive slate or copper roofs. The interior and exterior walls of these facilities need to be repaired and painted more often than standard institutional facilities. The multi-locations cause significantly more security problems, both with respect to personal safety as well as property security. Being in a urban area, the College must operate and maintain a larger security force and associated equipment.

Recognizing the limitations of the physical facilities, a Master Physical Development Study was made in the early seventies and a Capital Improvement Plan published. The plan provided for the expansion of the college facilities at its present location. The existing buildings were to be brought to their maximum potential through rehabilitation and new buildings built for required academic and student facilities through a phased land acquisition program. The new facilities were constructed to make maximum use of the available land while enhancing the character of the existing campus and creating a learning atmosphere to support the education, architectural and aesthetic appointments historically associated with the campus. The new designs complement the historic buildings in surface materials, facade design and size. Success in this endeavor has been acknowledged by the National Trust for Historic Preservation in the form of a "special award" for the preservation, restoration and expansion of the inner-city campus by not just preserving old buildings, but also the building of new structures "which are architecturally compatible with the old". The result is "an ambience that is at once traditional, modern and pleasing".

The College's efforts have been further recognized by the American Association of Nurserymen through its presentation to the College of Charleston of the National Landscape Award in recognition of the College's achievement in landscape and beautification; by an award of merit from the American Association for State and Local History; by a special award for area preservation from the Preservation Society of Charleston; and by the South Carolina Chapter of the American Institute of Architects who conferred the Recognition Award on the College of Charleston for outstanding contribution to the urban environment with the revitalization and expansion of the Charleston campus. The College received its second design award by the South Carolina Chapter of the American Institute of Architects in March 1980, for the design of the Albert Simons Center for the Arts (Fine Arts Center). Most recently, the College was presented the Carolopolis Award in January 1984, by the Preservation Society of Charleston in recognition of significant preservation efforts in the area for its restoration of 26 Coming Street for faculty offices.

LEARNING RESOURCES CENTER. The Learning Resources Center (LRC) provides media services to the College community including the maintenance and operation of a media library and lab, classroom equipment support, permanent AV installations, events support, and the services of a television studio. The LRC produces both instructional and informational video programming. Additionally, effective September, 1992 the LRC will coordinate the installation and operation of a campus-wide, state-of-the-art Interactive Video Audio Network.

PHYSICAL PLANT. Plant operations and maintenance activities for 1990-91 exceeded \$5.7 million. Several major capital projects were initiated or completed during the fiscal year. These included the completion of the renovation of two floors of the Sears Building; the first phase of the renovation of the Avery Research Center; the Remley's Point Outdoor Activities Facility; and the redundant electrical loop. Additionally, A & E Services for the renovation of the Sottile Theatre were begun. The reroofing of the St. Philip's Dormitory and the Sottile Theatre are nearing completion. The initial phase of the Central Energy upgrade began during the winter of 1991. The renovation and expansion of the Craig Cafeteria was in August 1991.

MOTOR POOL. The Motor Pool is operated as a division of the Physical Plant and fifty-nine (59) vehicles are assigned. Thirty-six licensed motor vehicles (4 leased from DMVM) are available for general use, and twenty-three (23) general purpose vehicles are used by the Physical Plant, Grounds, Central Energy, and Custodial Services.

ACADEMIC AFFAIRS

The 1991-92 academic year brought a number of changes to the Academic Affairs area. Specifically, the following developments occurred during this fiscal year: (1) Plans for the reorganization of Academic Affairs were completed and were in effect for the 1991-92 academic year. Dr. Conrad Festa, Senior Vice President for Academic Affairs, assumed the additional role of Provost. All academic departments were reorganized into five schools: School of the Arts, School of Business and Economics, School of Education, School of Humanities and Social Sciences, and the School of Sciences and Mathematics. The Director of Libraries position was changed to Dean of Libraries and Special Collections. Two positions were added to the Academic Affairs staff: an Associate Provost position and an Assistant Vice President for Academic Affairs. (2) A new graduate program, Master of Sciences in Mathematics, was approved and was offered in 1991-92. (3) The College participated in the Space University program of NASA. The College was part of a South Carolina consortium headed by Clemson University. (4) The College once again received the Noel/Levitz National Center for Student Retention award for its highly successful Student Retention Program. The College of Charleston was one of 16 colleges and universities across the nation so honored. (5) Academic Computing and the Library utilized a new mainframe computer to support academic programs and faculty that promises to

provide considerable benefits to faculty and students. (6) The 1991-92 academic year brought continued incremental growth in enrollments at the undergraduate and graduate levels. (7) Increased funding for the library for the past several years has this year moved the College of Charleston up to the third largest academic library in the State, following the University of South Carolina and Clemson University. (8) In 1991-92 academic year the Vice President for Departmental Affairs position was eliminated and five Deans of Academic Schools reported directly to the Senior Vice President for Academic Affairs.

This section has addressed in detail the activities of the academic affairs area which is assigned to the Senior Vice President for Academic Affairs. Academic Affairs is organized into three major divisions, each headed by a Vice President: the Departmental Affairs Division, which encompasses the College's seventeen academic departments which offer undergraduate majors and graduate degree programs, and special interdisciplinary programs of study which provide minors for undergraduates (American Studies, Communications, International Studies, Jewish Studies, Women's Studies); the Enrollment Management Division, which includes the academic student and program support services (i.e., Undergraduate Studies, Admissions, Registrar, Continuing Education and Financial Aid), and the Research and Graduate Studies Division, which include the Office of Research, the Office of Professional and Community Services, and the Office of Graduate Studies. The activities of these divisions are reported separately in the sections below.

ENROLLMENT MANAGEMENT: The primary responsibility of the Enrollment Management Division is to develop and implement a recruitment plan and to coordinate the academic support services necessary for the retention of students. Included in the Academic Affairs area of the College of Charleston, the Enrollment Management division includes Admissions and Continuing Education, Financial Aid, International Student and Exchange Programs, Maymester/Summer Sessions, Registrar, Undergraduate Studies, College Skills Laboratory, Advising Center, Orientation, Learning Disabilities Services, Upward Bound, Special Programs for Minority Students, and the Career Services Office.

Enrollment Management offices coordinate their efforts with all academic departments and the Student Affairs offices to reach prospective students, and for assisting and advising the enrolled students. Enrollment Management is a student-centered concept which fosters the personalization of academic programs and student services.

For the second consecutive year the College of Charleston received an Institutional Retention Award from the National Center for Retention. This second award was for a retention program for academically deficient readmitted students. The retention and graduation rate for these students has increased significantly under this program.

These retention efforts along with the better academic preparation of entering students has increased the retention of students from freshman to sophomore years by 10%, and increased the retention of transfer students by 25%. Over 6,000 applications were received for new student admission for Fall 1992. The average combined SAT score of the approximately 1,030 new freshmen students is 1009.

Changes within the Enrollment Management organization include the addition of the Career Services Office as part of the division beginning July 1, 1991. Housed jointly with the Advising Center, this office will continue to provide career services including job placement, part-time and summer employment assistance, internships cooperative education experiences, and career testing and counseling.

Another organizational change has been the inclusion of the Center for Continuing Education within the Admissions Office as of July 1, 1992. This consolidation will provide a smooth transition for adult students from non-degree to degree status and enhance the College's ability to serve and track returning adult students.

The College of Charleston's Upward Bound Program was awarded a three-year continuation grant. The program designed to prepare economically disadvantaged or first generation college youth for postsecondary education was funded by the Department of Education at \$294,460 for 1992-93.

Admissions

The Office of Admissions coordinates the identification, recruitment, and selection process of undergraduate degree-seeking students.

Enrollment - Efforts have been directed at increasing the overall enrollment and academic quality of incoming students within the goals, objectives and mission set forth by the College. New student enrollment (headcount) for Fall 1991 increased 18% over 1990 and with the exception of Fall 1990 (3% one-year decline) new student enrollment has spiralled 30% during the past five years. Increases in academic standards for freshmen and transfer admission have paralleled these increases in enrollment, contributing to an 11% increase in first year retention rates for the same five year period. While the Southeastern region, including South Carolina, can expect a 4-5% yearly demographic decline in the number of high school graduates until 1994, freshmen applications to the College of Charleston continue to increase 2% - 4% yearly. Moreover, increases in the number of transfers from the technical and two-year institutions have increased consistently during the past 5 years (+7% yearly) helping to solidly position the Office of Admissions to successfully attain its goals.

The interest in the College from more highly qualified applicants has resulted in greater selectivity with competitive admission standards. The average SAT scores of freshmen continue to increase. For 1991 the average score was 994 compared to 974 in 1990 and 950 in 1987; five years ago. Evidence of increasing standards can also be observed in the percent of students entering with Advanced Placement scores (+6%); the number of freshmen students earning admission to the Honors Program (30); and the number of entering students who previously attended Governor's School (+6).

The Office of Admissions further addressed on-going plans to better stabilize its staff and its operation to effectively deal with the increase in general inquiries and applications. Continued efforts are underway to fully implement the new computer system (SIS PLUS) which allows better tracking of student inquiries, increased communication with prospective students, and assistance with on-line evaluation of transfer credits.

Expansions included additional office space and a consolidation of the Office of Continuing Education with the Office of Admissions to provide better programming and services for adult students.

Advising Center

The Advising Center is responsible for creating, maintaining, and updating advising files for all incoming students. As students declare majors, the Advising Center inputs this computer data, and forwards the advising file to the

department or advisor so that student records are complete during their stay at the College. The Center also provides support for instructors of the Freshman Seminar and Learning Strategies courses, and maintains the teaching files, books, and other relevant instructional material for these two courses. It also conducts faculty training for both these courses, as well as advisor training for all interested College of Charleston faculty and administrators.

Career Services

The Office of Career Services provides a wide range of career services for students and graduates, including testing and counseling, workshops on job-hunting and career decision-making, experiential learning opportunities, full-time and part-time job listings, resume and interview preparation, on-campus employer interviews, credential files, and resume referrals. In addition, the office maintains an information center on occupations, career fields, job hunting techniques, the job market, and graduate education. An updated and greatly expanded computerized career decision-making program and the computerized South Carolina Occupational Information System continue to serve as valuable tools and resources for students in making good career decisions. In July 1991 the Career Services Office was moved from Student Affairs to the Enrollment Management Division. The following services, programs and accomplishments were completed during the 1991-92 year.

1. A close working relationship was established with the Development Office and the employer data base was significantly expanded from 350 to 900+ employers.
2. A brochure was produced with the Advising Center to help students develop a four-year academic and career plan. Additionally, a joint program has been developed by the two offices that will focus on different aspects of academic and career planning for students at different stages of their college development.
3. A Graduate and Professional School Career Day was held during the Fall with 14 representatives from graduate schools on campus to discuss their programs with over 300 students from the college.
4. A Teacher Career Day was held each semester to assist seniors interested in teaching opportunities with different school districts in the state. A total of 30 school districts visited the campus and interviewed approximately 160 student teachers.
5. The annual Career Festival was held during the Spring semester. Some 38 companies and organizations representing a variety of career fields participated in the Career Day with 17 of them conducting student interviews during the Job Fair.
6. A Summer Job Fair and a Volunteer Fair was held in the Spring semester. The Summer Job Fair brought 17 employers to campus, who reported offering approximately 235 summer jobs to students.

7. The first Volunteer Fair to be held at the college brought 65 employers to campus generating opportunities for the 800 students attending. During the year 122 students accepted volunteer positions in the community.
8. The Job Development Program listed 786 part-time jobs. Some 550 students received jobs through this program. Total combined earnings by students for the year through this program was \$736,084, representing a 60% increase over the previous year.
9. Internship and Cooperative Education opportunities for students continued to increase as 215 students were placed in positions during the year. Of these positions, 78 were paid, 150 were non-paid, and 19 received academic credit.
10. Approximately 17,630 unsolicited full-time jobs were posted during the year. Some 492 seniors established credential files for the year, and 1664 student appointments were made with a staff member for at least one session.

In summary, the office has been in a transitional year of restructuring in an effort to be more visible and accessible to students and to attract more employers to the campus. A considerable effort has been made to merge existing programs with academic programs, and to design and develop new programs which will better prepare students for making sound career choices and finding good career opportunities. The computer needs of the office have been met and the computerization of the office is fast becoming a reality, offering much quicker and more expanded access for students to job listings, interest inventories, and career-decision making programs.

College Skills Lab

The primary focus of the College Skills Lab's activities is to provide a comprehensive academic support program. Key accomplishments were achieved both within the component labs and through the cooperative efforts of the entire CSL staff. The noteworthy achievements included:

I. Student Services

- A. Significant utilization of the CSL by students during the academic year, including Maymester and Summer Sessions. Twenty-two thousand nine hundred and four (22,904) student contacts occurred during the year by means of individual appointments, seminars, workshops, and in-class presentations. Student contact figures represent repeat contacts with individual students during the academic year.
- B. Continued development and presentation of additional learning skills seminars by CSL staff in the areas of text study, note-taking, test-taking, time organization, vocabulary enhancement, critical thinking, foreign language topics and preparation for exams.

- C. Acquisition of computer technology which has enabled the CSL to provide improved math, writing skills, foreign language, and reading and study skills, and biology instruction for the College's students.
- D. Increased the number of hours for math and writing lab tutorial services in order to meet increased demand and maximize utilization of physical facilities.
- E. Continued development and presentation of post-graduate test preparation courses for students planning to take the Graduate Records Exam, Law School Admission Test, Graduate Management Admission Test, Miller's Analogy Test and the Medical College Admission Test.
- F. Recruitment, training, and evaluation of qualified peer tutors, including minority peer tutors, allowing for the representation of diverse student populations as a part of the CSL staff.
- G. Implementation of Supplemental Instruction (SI), a program for collaborative study, directed at particular courses which have historically high rates of D's, F's and W's. Analysis of student performance data for biological science courses which SI was coupled with indicate that the program contributes to improving student performance and reducing attrition in the course.

II. Service to the Campus Community

- A. Service by CSL staff to college departments, programs, professional organizations and other colleges.
- B. Increased availability to services for the College's nontraditional, summer, bridge, and upward bound student populations.
- C. Continued acquisitions of materials and books by the Writing Lab Staff on Writing Across the Curriculum to serve as a resource center for faculty participating in the Writing Across the Curriculum Program and other faculty interested in increasing the quality of writing in their courses.
- D. Continued publication of the department newsletter to enhance communication between the College Skills Lab and the faculty, staff, and students.

III. Professional Accomplishment

- A. Presentations by members of the CSL staff at national, regional, state and local conferences and workshops which served to bring recognition to the Lab and the College.

International and Exchange Programs

The Office continues to provide support services to all students who come to College of Charleston from a foreign country as well as to American students

who seek a study away experience. The Office specifically provides support to the foreign student population in the form of pre-application information, pre-arrival support and information, orientation and advising, and maintenance of the student's visa status. College of Charleston, American students, who wish to explore overseas study, travel or work opportunities, as well as information about national exchange possibilities are also served by the International and Exchange Programs Office. This office administers the International Student Exchange Program (ISEP), the National Student Exchange Program (NSE) and the Kansai Gaidai University Exchange in Osaka, Japan.

A grant was submitted this year to the USIA/University Affiliates program for support of a faculty exchange with Palacky University in Olomouc, Czech and Slovak Republic. Once again a successful grant application was submitted by this office and was funded by USIA/Youth Exchange Programs for the Governor's School. This program funded five students from Hungary and five students from Lithuania who participated in the 1992 Governor's School. This Office provided the coordination for this component of Governor's School. As a result of last year's USIA/Governor's School grant, three South Carolina young people visited the Czech and Slovak Republic for three weeks in June 1992.

The International and Exchange Programs Office provides technical assistance to faculty members, chairs and deans regarding the immigration matters of non-US resident foreign teaching faculty.

During the 1991-92 school year over 400 American students visited the office each month for information, assistance and referral. There were 102 foreign students on campus from over 35 foreign countries. Eight College of Charleston students went to various destinations to participate in National Student Exchange. We accepted ten students on NSE from campuses all over the country. Two students came to the College of Charleston on independently arranged exchange programs. Seven College of Charleston students went from France to Thailand this past year on ISEP. We accepted nine students to the College on ISEP. In addition to the exchange programs many more students participated in summer, one semester and Maymester/Summer study programs this past year.

Financial Assistance and Scholarships, Veterans' Affairs.

The roll of the Financial Assistance and Scholarships, Veterans' Affairs benefits is to assist students and their families in the financing of their education. This assistance may be in the form of a combination of sources including federal, state, and institutional funds. For those students who qualify, federal assistance is available from Pell Grants, Supplemental Educational Opportunity Grants, Perkins Loans, Stafford Loans, College work Study, Parental Loans for Undergraduate Students, and Supplemental Educational Loans to Students.

The College of Charleston provides assistance to students through institutional employment on a part-time basis, scholarships, athletic grants-in-aid, and an institutional short term installment payment plan. Scholarships, while extremely limited, are available from endowed funds and other gifts provided by the College of Charleston Foundation. In addition, many students receive awards from community and civic organizations. Veterans' benefits are available through the Veterans' Affairs Office.

Orientation

The Orientation Office is responsible for the coordination of placement testing, advising, and registration of all new full-time students at the College (this includes freshmen, transfer, and readmit students, as well as those matriculating from Continuing Education); for educating these new students about the rules and regulations of the College; for introducing them to student services at the College; and for helping them and their parents understand and adjust to the difference between high school and college, or their previous college experience.

Three hundred and eighty one (381) students were served in the January 1992 session, and approximately two thousand two hundred (2,200) students will be served during the six orientation sessions from June through August, 1992.

One new student orientation program was introduced this year, and one old session was revived. The new session, offered by Health Services, provides new students with helpful information about the HIV Virus, as well as how to reduce the risk of contracting the disease. In the revived session, student members of the Honor Board inform new students about the Honor Code and what constitutes violations of the Code before they sign the Honor Pledge. All programs this summer will revolve around the theme, "Student Success at the College of Charleston." We are attempting to unify our efforts and encourage students to see orientation as a whole, and therefore attend all the programming. As always, we will continue to offer a personalized orientation for new students through small group sessions, homogeneous grouping, and personalized schedules.

Registrar's Office

The mission of the Registrar's Office is to enhance service to both students and faculty. This year several major goals have been realized and will assist with better service in the future. Many long range goals have been accomplished incrementally and will continue to provide better service as the implementation continues. Those ongoing accomplishments are:

1. Continued refinement of the new course scheduling process (policy and procedures).
2. Continued testing and refinement of the new SIS Plus software for student records.
3. Automation of the transcript process.
4. Enhancement of the NCAA Certification Process.
5. Training of new users to SIS Plus.
6. Implementation of transcript production tracking system.
7. Reorganization of the Student Service Area of the Registrar's Office.
8. Records Retention both policies and procedures.
9. Implementation of new security system for student records.
10. Supporting Activities of Orientation, Advisement, Graduation, and all areas of Student Life.

Undergraduate Studies

The Office of Undergraduate Studies is responsible for the academic support services administered at the College. These services, including the offices of Orientation, Advising Center, College Skills Lab, and Special Services, are designed to assist students in their academic life from orientation through

graduation. The office additionally monitors the probation system and provisional student status and programs. An early warning system, put in place several years ago, has helped to increase student success as well. The probation data show that the number of students in any type of academic jeopardy continues to decline. Special Services includes programs developed to improve retention of minority students. SPECTRA and LINK specifically have shown a high degree of effectiveness. Retention from freshman to sophomore years for minority students continues to exceed that of the general student body (which also has improved markedly since 1983).

The College recently won a national award for work done by the Undergraduate Deans in a retention program targeting academically deficient readmitted students.

SCHOOL OF THE ARTS: During the 1991-1992 academic year, each Department within the School of the Arts continued to educate its students, expand its curriculum, and develop an identity within the School. The Department of Art History has generated a record of excellent teaching and professional activities. The Department has the fifth highest FTE Student/Faculty ratio within the College of Charleston and its faculty consistently obtain high evaluations from their students. The Art History faculty's record of publications, conference participation, successful grant applications, and other professional development is impressive. The Department has established a new series of classes in Asian Art History, worked to improve the Slide Library's collections, and developed an intern program in conjunction with the Addlestone Program in Low Country Art, Culture, and History.

The Department of Studio Art has provided its students with opportunities to attend Master Classes with visiting artists and attend a series of artists' lectures. The faculty of the Studio Art Department have participated in exhibitions throughout the Southeastern United States and they generated the concept for the "Painting Self Evident, Evolutions in Abstraction" exhibition. Professional development and community service activities within the Department have included service on the Board of a local non-profit print studio and a series of lectures at the School of the Arts and the Gibbes Museum of Art.

The Music Department has recruited seven students for the String Program it will begin in the Fall 1992 semester and added Sound Engineering to the Department curriculum. The faculty's professional development activities include concerts for the Piccolo Spoleto Festival, professional recordings, successful grant applications, and research. The Music Department is active in producing programs which entertain and educate students and the community. The Monday Night Recital Series continues to attract full house audiences and the International Piano Festival generated significant media attention for the School of the Arts.

During the 1991-1992 academic year the Theatre Department reorganized its curriculum by adding new sections of Theatre 176 and adding new classes in African American Theatre, Dance, and Stage Management to its course listings. The number of Theatre majors increased from a total of sixty in the 1990-1991 academic year to ninety-one in the 1991-1992 academic year. The faculty have taken part in professional activities including service in state and regional theatre organizations, professional consultations, performance work, and research. One student major obtained a scholarship to study at the National

Shakespeare Conservatory and another student will be an Apprentice Stage Manager with Center Stage in Baltimore, Maryland in the Fall.

With student education as their primary goal, the departments within the School of the Arts have generated an impressive record of student instruction, program development and improvement, and faculty professional activities.

The 1991-1992 academic year was the Art History Department's first full year as a department within the School of the Arts. The Department focused its efforts on establishing its identity within the School of the Arts and expanding its curriculum. The Department involved itself in two important lecture series over the course of the year. The "Painting Self Evident, Evolutions in Abstraction" exhibition lecture series took place at the Simons Center for the Arts and the Gibbes Museum of Art during the Spring semester. These lectures focused community attention on this important exhibition and the School of the Arts. The Department brought Dr. Kenneth Severens to the School of the Arts as a lecturer for the Addlestone Program in Low Country Art, Culture, and History. This extremely popular lecture focused attention on Frank Lloyd Wright's designs for Auldbrass Plantation and the restoration of the plantation. The Art History Department further developed the Addlestone Program by establishing a summer internship with the Preservation Society of Charleston, planning a Maymester 1993 Symposium for its curriculum, and becoming involved in the 1993 annual meeting of the Society of Architectural Historians. In 1991 the addition of a new faculty member allowed the Department to expand its curriculum with a series of courses in Asian Art. The Art History Department intends to continue developing its curriculum with a goal of adding courses in Architectural History, the History of Photography, Middle Eastern Art, and courses at the Masters level. These changes in the curriculum will enable the Department to attract more students to its programs. To ensure the continued success of its programs the Department needs to hire a Slide Room Curator and obtain suitable funding to expand its Art History Lecture Series.

The Studio Art Department gave its students the opportunity to study in a Master Class with Moja Festival artist, Bruce Onobrokpeya during the Fall semester. Clifton Peacock was the Department's Artist-in-Residence during the Fall semester and he remained on the faculty as an Adjunct Professor during the Spring semester and taught a section of Music and Art in Spoleto during Maymester. Members of the faculty originated the concept for the "Painting Self Evident, Evolutions in Abstraction" exhibition and participated in the exhibition lecture series and the Piccolo Spoleto Festival exhibition educational programs.

The Department of Music addressed its Departmental Plan by developing a String Performance Program which will begin in the Fall 1992 semester. In conjunction with this program, the Department strengthened its Piano and String Workshop with a series of benefit concerts to raise scholarship money for Workshop participants. The Workshop serves as a recruitment tool for the faculty and also publicizes the Department in the Southeastern United States. Students from South Carolina, Georgia, and Florida attended the 1992 Piano and String Workshop and one of them will attend the School of the Arts during the Fall 1992 semester. As part of its Departmental Plan, the Department of Music hopes to receive accreditation from the National Association of Schools of Music during the next academic year. To this end the Department began preliminary work this year. Members of the faculty will attend a NASM conference during the summer and prepare the Department's application for membership during the Fall 1992 semester. The Association will send representatives to the School of the Arts during the 1992-1993 academic year. The Department will add three courses to its

curriculum for the 1992-1993 academic year: String Ensemble, Student String Quartet, and Sound Engineering. In the past year the Department continued to focus attention on producing the Monday Night Recital Series and it developed the Thursday Night Student Recital Series. The Monday Night Recital Series is an extremely popular program which benefits students and the community. The Music Department will increase its funding of the program by \$500.00 during the next academic year. The Thursday Night Student Recital Series provides students with a performance venue and the Department tapes the performances so that the students may later critique their work. The Department increased the Listening Library's holding of compact discs during the 1991-1992 year and intends to enlarge the Library space so that it may hold scores.

The Department of Theatre's Departmental Plan focused on its curriculum, students, and faculty. To strengthen its curriculum the Department rewrote a number of course descriptions, added courses, adjusted requirements for majors, and further developed its dance offerings. Creative Dramatics, Black Theatre and Drama, History of Dance, and Stage Management are four of eight new courses the Department created during the last year. There are now twenty-five sections of Theatre 176. The Department is planning a group of support materials for the Theatre 176 class and preparing a reading list for all majors within the Department. The Theatre Department will test all graduating seniors to assess their knowledge of this material. The Department sought to increase the number of students enrolled in its programs by publicizing auditions across the College campus, participating in the School of the Arts' recruitment projects, and developing the Isabelle Knudsen Mebane award. The number of students majoring in Theatre increased from sixty in the 1990-1991 academic year to ninety-one in the 1991-1992 academic year. To improve its operations the Department has converted two closets and the Green Room into classroom space and office space for the faculty. The Theatre Department implemented several programs during the year to enhance its standard course offerings. James Roose Evans, Menotti Artist-in-Residence, led Master Classes for the students and gave a lecture for students and the community. Department faculty produced acting workshops, established intern programs with local theatre companies, and developed an association of Charleston producing organizations. The Department of Theatre added two new full-time tenure track faculty to its roster in the 1991-1992 academic year and will add one full-time tenure track position and one full-time adjunct position during the next academic year.

The Art History Department had five full-time faculty members and the fifth highest FTE Student/Faculty ration within the College of Charleston during the 1991-1992 academic year. One faculty member was on sabbatical leave during the Fall semester and another taught six hours for the Honors Program's Western Civilization course. To compensate the Department for these six hours, the Honors Program underwrote the salary of one adjunct faculty member who taught two introductory courses. The number of majors in the Art History Department has increased from fifty-five students four years ago to approximately seventy majors in the 1991-1992 academic year. Studio Art majors must take Art History courses to complete their degree requirements and there were one hundred sixty of these students in the 1991-1992 academic year. Between the Fall 1991 and Spring 1992 semesters the total enrollment in introductory courses rose from two hundred seventy-one students to three hundred sixty-seven students. During the same period of time the enrollment in upper level courses rose from seventy-seven to one hundred twenty-five students.

The Department of Music had seven full-time faculty, including a Composer-in-Residence and an Artist-in-Residence, during the 1991-1992 academic year. The number of students majoring in Music has increased from three in the 1987-1988 academic year to twenty-four in the 1991-1992 academic year. The Department attributes part of this increase to the number of students who are choosing to concentrate in Music rather than the old category of Fine Art. The students are concentrating their studies in general Music, Piano Performance, and Voice. The Department has initiated an aggressive recruitment campaign and it expects seven new students to come into the Department as majors in the 1992-1993 academic year. Most of these students will declare their major in the new String Performance Program. The recent increases in the College's total enrollment have caused the Department to add several new sections of Music Appreciation to its course listing. There will be four new sections in this class during the 1991-1992 academic year.

The Theatre Department added one full-time faculty member to its roster for the start of the Fall 1991 semester and added another full-time faculty member in the Spring 1992 semester. The number of students enrolled in classes in the Theatre Department ranged from one student in an Internship to more than twelve hundred students in the Introduction to Theatre course. The total enrollment for this course has increased by four hundred fifty-three students between the 1990-1991 and the 1991-1992 academic years. The major in Theatre, initially a component of the Department of Fine Arts, has developed into a significant program. In the 1986-1987 academic year there were two majors in the Department. In the 1991-1992 academic year the number of majors had grown to ninety-eight. The Theatre Department is similar to the Music Department in that it attributes some of this growth to changes in the School of the Arts, but the Department's recruitment efforts are responsible for much of the increase.

During the 1991-1992 academic year the School of the Arts initiated a number of new projects and continued to develop programs it created in previous years.

The Art History Department presented its Addlestone Lecture in April. Current and former students joined members of the community to attend this important program. Dr. Kenneth Severens discussed Frank Lloyd Wright's Auldbrass Plantation and its relationship to the body of Mr. Wright's work. Dr. Severens also reviewed the restoration process the plantation's current owner initiated to return the plantation buildings to their original condition.

The Departments of Art History and Studio Art each benefited from the Bruce Onobrokpeya exhibition in October. This exhibition was part of the City of Charleston's 1991 Moja Festival and the Halsey Gallery was the exhibition site. Mr. Onobrokpeya, an artist from Nigeria, came to the School of the Arts to lecture about his work and his creative techniques. He also conducted a Master Class in print making for the Studio Art students.

The Departments of Art History and Studio Art also worked together to develop and present "Painting Self Evident, Evolutions in Abstraction" and a series of public lectures about the exhibition. The School of the Arts produced this exhibition in conjunction with the Gibbes Museum of Art and the City of Charleston's Office of Cultural Affairs as part of the 1992 Piccolo Spoleto Festival. In conjunction with the exhibition, members of the Departments of Art History and Studio Art presented lectures about the evolution of modern art and the exhibition's thesis. These lectures took place at the School of the Arts and the Gibbes Museum of Art, providing College students, faculty, staff, and members of the Charleston community with background information they would later use when

they viewed the exhibition. In conjunction with "Painting Self Evident, Evolutions in Abstraction," David Novros, whose work is in major museum collections, came to the School of the Arts to create and install one of his paintings in the central stairwell of the Simons Center for the Arts. This painting is on extended loan to the School of the Arts and the College of Charleston. The Columbia, South Carolina State said that "Painting Self Evident, Evolutions in Abstraction" is an indication that the School of the Arts is "a vital force in the visual arts, something that can be said for few schools in the state."

The School of the Arts successfully applied for grants to fund the Halsey Gallery Director's salary for the 1991-1992 academic year. The South Carolina Arts Commission and the Trident Community Foundation funded the position with a total of approximately ten thousand dollars in grant money. The scheduling of exhibitions in the Halsey Gallery became more efficient through the presence of a full time Gallery Director.

The Music Department concentrated its efforts on continuing to develop its established programs. The Monday Night Recital Series continued to provide College students and the community with a varied program of professional music performance at no charge. Only in its second year of existence, the Thursday Night Student Recital Series provided students and the community with the opportunity to enjoy performances by students from the Music Department. The Music Department presents the performances in this series free of charge throughout the Fall and Spring semesters.

The International Piano Festival took place during the last weekend in March. Charles Wadsworth, Founding Artistic Director and Pianist for the Chamber Music Society of Lincoln Center, hosted the performances in this, the Festival's second year. Nibya Marino, Stephen Prutsman, and Linda Montesa each presented a solo performance as part of the Festival and taught Master Classes for students enrolled in the Music Department's Piano Performance Program. The Winston-Salem Journal described the International Piano Festival as a "wealth of music" in Charleston and applauded the School of the Arts' work to present an excellent piano performance program in this region. The South Carolina Arts Commission partially funded the International Piano Festival through its Grant-in-Aid Program.

David Leisner, the Gian Carlo Menotti Artist-in-Residence for the Music Department, spent a week at the School of the Arts in early April. Mr. Leisner, composer and teacher at the New England Conservatory, taught Master Classes in guitar and performed in two concerts in the Recital Hall. Each of these concerts were free to the public.

Organist Simon Preston, Emily Remington Artist-in-Residence, performed in a public recital during April. Mr. Preston trained as a chorister in King's College, Cambridge, England and obtained his Master of Arts and Bachelor of Music degrees at the same institution. The recital took place at Grace Episcopal Church and was free to the public.

During late May and early June students and faculty from the Music Department took part in the 1992 Piccolo Spoleto Festival. Students and faculty members performed in the Noonday Recital Series and faculty members whose interests focus on early music performed in the Piccolo Spoleto Early Music Festival. Each of these programs introduced members of the community and visitors to the City of Charleston to the School of the Arts' Music Department.

Thirty-seven students from South Carolina, Georgia and Florida attended the School of the Arts' Piano and String Workshop in mid June. The Workshop enabled

these students to study with professional musicians and exposed them to the academic process at the School of the Arts. Over eight hundred dollars in grant money from the Charleston Area Arts Council and the Junior League partially underwrote the cost of producing the Piano and String Workshop. The Workshop helps the School of the Arts publicize its Music Department throughout the Southeastern United States and allows the faculty to recruit new students. One of the students participating in the 1992 Piano and String Workshop will attend the School of the Arts in the 1992-1993 academic year, and several of the younger students have expressed an interest in attending the School of the Arts when they graduate from secondary school.

The Theatre Department presented a full calendar of productions during the academic year. Agnes of God, Rhinoceros, La Pere, and The Boys Next Door were the Department's main productions, each of them taking place in the Emmett Robinson Theatre. The students involved in the production of The Boys Next Door worked with the Mental Retardation Board to learn about mental retardation and group residences for the mentally retarded. Several of the Department's productions generated favorable media coverage in the campus press and the Post and Courier.

Student productions such as More Pie Morton and Into Herself allowed students to experiment with writing and production in the theatre. Each of these performances took place in Room 220, the Department's "Black Box" theatre. Student response to these productions was very favorable and the Department scheduled extra performances for some of these events.

James Roose-Evans, a director and writer who lives in London, was the Theatre Department's Gian Carlo Menotti Artist-in-Residence for the 1991-1992 academic year. Mr. Roose-Evans was important in establishing the fringe theatres in London. In November Mr. Roose-Evans taught Master Classes for the students in the Department and gave a public lecture in which he discussed the avant garde and the theatre in London.

During late May and early June the Theatre Department presented a second production of The Boys Next Door as an official 1992 Piccolo Spoleto Festival event. The Department's original cast reprised their roles for this production. The Post and Courier said that the performance fulfilled "the major reasons for Piccolo Spoleto: to illuminate, educate, entertain and use local talent to do it."

Members of the Compagnie Philippe Genty performance troupe took time from their Spoleto Festival U.S.A. schedule to lead a Master Class for students in the Theatre Department. This class took place in early June and addressed aspects of physical comedy in theatrical performances.

Several School of the Arts events enlisted the support of the faculty, staff and students at the School but were not specific to one department. The Recruitment Committee, comprised of members of the School's faculty and staff, presented four programs to coincide with the Office of Admissions' Open House events. These presentations introduced prospective students and their parents to the School of the Arts' programs and also allowed them to learn about specific areas within the School. The Recruitment Committee hosted similar programs for students in the Charleston County School System's Gifted and Talented Program.

The Dean established the School of the Arts' Student Advisory Committee, involving two students from each department within the School, to provide the School's students with a forum to express their concerns and thoughts about the School. The Student Advisory Committee met monthly and the students discussed

issues such as facilities in the Simons Center for the Arts, class enrollments, security, and the curriculum with the Dean. The Student Advisory Committee will continue to meet next year.

The College of Charleston Community Orchestra combined professional musicians from the School of the Arts' faculty and the Charleston Symphony Orchestra with students and members of the Charleston community in performances at the Sottile Theatre. These concerts were free of charge and served to entertain the community and involve it in the School of the Arts' programming.

The first annual School of the Arts Beaux Arts Ball took place in February. This project involved the efforts of nearly one hundred volunteers from the School of the Arts, the College of Charleston, the Charleston community, and the state. The Ball improved the community's awareness of the School of the Arts and its programs and served as a vehicle for the School's fund raising activities. The Development Committee is committed to generating funds for an endowed Scholarship Fund over the course of the next five years. This commitment epitomizes the type of volunteer support which is vital to the School of the Arts' continued growth and success.

The School of the Arts produces informational materials and public relations documents to support its programs. The School of the Arts' Calendar of Events features series the School produces on an annual basis as well as special exhibitions, performances and lectures the School and its departments develop for a particular semester. These programs illustrate the School of the Arts' emphasis on educating and entertaining its students, as the community.

SCHOOL OF SCIENCE AND MATHEMATICS: The School of Sciences and Mathematics at the College of Charleston came into existence on July 1, 1991, with Gordon E. Jones serving as its first Dean. The School achieved some important temporary relief from its space problems by inheriting the quarters previously occupied by the Public Safety Division. In addition, it received an administrative commitment to correct deficiencies in the heating and air conditioning systems of the Science Center. Of longer range importance was a commitment to the School for significant space in Bishop-England, when and if that facility became available.

With seven new positions and three vacancies, Sciences and Mathematics hired ten new scientists and mathematicians for the 1992-1993 year. These hires will add significantly to the school capacity for undergraduate research and will reduce its dependence on adjunct instructors in the classrooms.

In 1991-92 the S&M faculty published two books, 72 refereed journal articles, 44 other articles, presented 91 papers, and attended 133 professional meetings. In addition, the school had excellent success in 1991-1992 in attracting funds from federal agencies. Awards included five grants from the National Science Foundation (three officially awarded, two others in process), one from the National Institutes of Health, and one from the National Aeronautics and Space Administration. Proposals were submitted for nearly \$1.2 million dollars; grants were received for almost \$600,000 dollars. Sciences and Mathematics at the College of Charleston dominated the 1992 program of the South Carolina Academy of Science; 26% of the papers presented were authored by College of Charleston faculty and students.

The department of Computer Science submitted a strong application for national accreditation, which was received in June 1992. The four Woodrow Wilson Workshops in the sciences and mathematics drew heavy praise from the participants in the summer of 1991 and was funded once again for 1992. Math/Science Weekend

continued to grow with increased participation by units on the campus and with growing numbers of students and teachers.

Several faculty members from the School were honored in 1991-1992: 1) Beverly Diamond was recognized with the Distinguished Research Award, 2) Rose Hamm was one of four mathematicians from the United States invited to India, 3) Elizabeth Martin succeeded Fred Watts as recipient of the Mebane Distinguished Chair in Chemistry and Physics, and 4) Bill Kubinec was recognized by the county superintendents of education for his ten years of service as director of the Low-Country Science Fair.

Since 1986, the number of sections taught in Sciences and Mathematics has grown from 248 to 331 in the fall of 1991; this number will jump to well over 400 in the fall of 1992. The average size of classes in Sciences and Mathematics is 30.5. The student to teacher ratio remains stable at 19.4. Although the school has increased the number of sections taught by adjunct faculty, all departments report that a significant fraction of their introductory courses are taught by senior professors.

SCHOOL OF BUSINESS AND ECONOMICS: The College of Charleston's School of Business and Economics was once again blessed with another highly successful year in 1991 - '92. With over 40 articles, books, software packages, and cases, the School's Faculty reached new heights in productivity. Although the degree of the School's success with its students is not as easily assessed, it is, nevertheless, evident in the excerpts from the following letter received in 1991 - '92:

"We are also pleased that son, Clarke, has obtained a job with Merck. Nothing could make us happier. The fact that he acquired the position at this time against such formidable competition - approximately 200 single 'interviewees' is not only a great credit to him but to you and the College of Charleston.

The tremendous support you and your department gave our son is something a mother and father greatly appreciate. I know that it must give you a great deal of warranted satisfaction. And that, I think, is the name of the game. Our family thanks you."

The School of Business and Economics is focused on the service to and success of BA/ECON students. In this regard, BA/ECON continued to provide international travel study courses in 1991 - '92, with the travel program to Western Europe. There continued to be visits by Fortune 100 executives in 1991 - '92, such as the Chairman of Avon, as well as other distinguished executives and professionals. The School of Business and Economics continues to enjoy tremendous success by its students on the CPA Exam, with a College of Charleston graduate becoming the second graduate in four years to receive the prestigious Sells Certificate, awarded for being one of the top 100 (out of 70,000) students taking the November, 1991, CPA Exam. Additionally, in 1991 - '92 BA/ECON inducted its fifth group of Beta Gamma Sigma and seventh group of Omicron Delta Epsilon honorees.

The strength of any school lies both in its students and its faculty. The School of Business and Economics has an outstanding faculty committed to teaching, the discovery of knowledge and the dissemination of knowledge and information. In 1991 - '92, Dr. Marsha Hass was selected as Vice President for Programs for her national business law organization; Dr. Linda Plunkett presented a paper at the national meeting of American Accountancy Association and completed a major Principles of Accounting text. Two of Dr. Jim McKee's manuscripts were

published in highly regarded accounting journals and in 1991 - '92 Dr. Bob Anderson worked to help case writers in Gydnia, Poland. Dr. Mack Tennyson worked to set up orphanages in Honduras and public education based on his prior text on church finances. Dr. Gary Tidwell continued a high level of public education on PTL at various campuses and professional meetings throughout the country.

In the area of Economics and Finance, Dr. Jane Clary served as Program Chair and President-elect of the Women's Caucus for the Southwestern Economics Association. Drs. Chip Condon and Mike Morgan co-authored student study guides for two economic texts and Dr. Paul Jursa co-authored a paper presented at the national meeting of the Small Business Institute Director's Association. Similarly, Dr. Perry Woodside co-authored manuscripts which were published in two national journals.

In the area of Management and Marketing Dr. Joe Benich authored a manuscript in a refereed journal and Dr. Mark Hartley published a purchasing ethics series in Southern Purchaser. Also during 1991 - '92, Dr. Jim Hawkes revised his Adventures in Statistics CAI package and finished his Adventures in Production and Operations Management CAI. Dr. Howard Rudd co-authored a manuscript in an international management journal and co-authored a paper presented at the national meeting of the SBIDA. Similarly, Dr. Jim Snyder co-authored two manuscripts in refereed journals. Lastly, in the area of management and marketing, Dr. Paul Nelson co-authored a manuscript in a refereed logistics journal and was honored with an appointment as Visiting Professor at Cranfield School of Management in London.

During 1991 - '92, the School of Business and Economics both recognized and was recognized for its innovation. The South Carolina Economic Developers School completed its second year of programming at the College of Charleston, reflecting an innovative partnership between the Governor's Office, the South Carolina State Development Board, the South Carolina Economic Developers Association and the College of Charleston. Dr. Mark Hartley developed marketing research project teams which accomplished TQM benchmarking for both the School's curriculum and the business community's expectation of this curriculum. Similarly, Dr. Jim Hawkes initiated total quality management in the classroom through a variety of courses, tutorials and senior seminar.

Consistent with its mission, the School of Business and Economics had a close and productive relationship with the community during 1991 - '92. The inaugural School of Business and Economics Advisory Board was formed and met for the first time during this year. Dr. Jane Clary continued to provide "The Charleston Economy" economic summary to the community. Likewise, Dr. Mike Morgan continued to coordinate the South Carolina Economic Developers School held at the College of Charleston. Dr. Bob Anderson and Dr. Mark Hartley provided free or low-cost technical assistance to both the campus and the business community. Additionally, Dr. Hartley finalized an agreement to provide the regional purchasing index for PMAC-V. The School's Intermodal Transportation Program continued to place an impressive number of students in both international and regional intern positions.

A member of the School's faculty, Mr. George Spaulding, continued to serve as a columnist for The Post & Courier, while Dr. Howard Rudd successfully co-hosted the Information Resource Management Association Conference this spring.

Lastly, the School of Business and Economics continued to play a major role in the South Carolina International Trade Conference, annually attended by over

800 delegates from throughout the world. During this conference, 60 BA/ECON students participated and 15-20 of the College's international faculty served in an outreach program to middle and high schools.

SCHOOL OF EDUCATION: During the 1991-92 school year the School of Education was reorganized. Two new departments were created: the Department of Educational Foundations and Specializations and the Department of Elementary and Early Childhood Education. They were joined by the already existing Department of Physical Education and Health. The Early Childhood Development Center and the Office of Certification and Student Teaching and the Office of Professional Development in Education maintained their traditional roles within the School.

Undergraduate Program. The 15 undergraduate teacher education programs continued to attract well-qualified, competent students. Between May, 1991, the number of students admitted to the programs and pending admission to teacher education programs rose to a total of 1,299. This figure reflects a 9% increase in the number of elementary education majors, a 20% in the number of special education majors, and a 13% increase in the number of secondary and K-12 minors.

The undergraduate program in physical education and health now has a total of 88 majors. This total reflects a slight increase over last year. Strong physical activity programs were maintained for the college and greater community.

During the 1991-92 school year a total of 173 students met all requirements for graduation with an undergraduate major in elementary education (127), special education (33), or physical education (13). A total of 26 students graduated with other majors and certification in secondary or K-12 education. This is a 30% growth rate for elementary and special education, and 18% growth rate for secondary, K-12, and a 117% growth rate for physical education.

Graduate Studies. The three graduate pre-service teacher education programs also continue to attract well-qualified, competent students. There are presently 140 graduate students enrolled as regular degree students in the Master of Arts in Teaching programs, of which 70 were admitted during this reporting period. This is a growth rate of 25%.

There are 346 regular degree graduate students in the three Master of Education degree programs, of which 64 were admitted during this reporting period. This is a growth rate of 33%.

Graduate degrees were awarded to 86 students, with 51 receiving M.A.T. degrees and 35 receiving M.Ed. degrees. This is a growth rate of 4%.

Growth was again achieved in the Professional Development in Education graduate program, with 136 courses offered. This is a growth rate of 15%. Over 2,690 teachers and administrators were enrolled in these courses. This is also a growth of 15%.

Early Childhood Development Center. The Early Childhood Development provided day care service to 60 children aged two through five, 39 of whom were children of full-time College of Charleston students, staff and faculty. Over 200 children are on the waiting list for admission to the program.

The Early Childhood Development Center (ECDC) accomplished a great deal in 1991-92.

Many College of Charleston undergraduate and graduate classes in education and psychology; MUSC classes in pediatrics, nursing, and occupational therapy;

Charleston County public schools; and area private schools have utilized the ECDC program for observations, or hands-on experiences with preschool children this year. The programs role in teacher training has been an active one. ECDC is a busy arena for teachers and students of education supporting the philosophy and curriculum of the School of Education.

ECDC continues to mainstream handicapped children in its classes and maintain a healthy gender, racial, and socio-economic profile, providing scholarships for those in need, particularly children of College of Charleston students. This diversity provides a good group for observation and study.

The staff of ECDC is what makes the program a model of excellence in early childhood education. The staff is continuously striving to improve its program and services, as well as to expand its role on campus and in the Charleston community. This year ECDC provided a variety of workshops, consultancies, and an open door policy for visitors.

ECDC provided a developmentally appropriate curriculum and day care service for 60 children aged two through five (39 of whom received priority enrollment due to status as children of full-time College of Charleston students, staff, & faculty). The program was open from 7:45 a.m. to 5:00 p.m. from the first day of Fall classes through Summer I Session. This allowed College students and employees to attend to their daily business without worrying about their children.

The ECDC parent involvement segment of the school remained strong in 1991-92. ECDC parents were an active support system. Parents found it more difficult to obtain enrollment because of the programs. This is one reason why the waiting list is so long. ECDC will continue to seek new and larger accommodations so that it can accept more children. The parents were more active in the program than ever, this year having taken part in educational and social PTA activities and fund raisers, including a Red Cross CPR training session in March.

During 1991-92, ECDC felt the strong support of the College administration and the School of Education faculty, and hopes the Early Childhood Development Center continues to receive recognition as a substantial asset to the College of Charleston family.

The Faculty. The productivity of the faculty in the School of Education remains high. Numerous publication, presentation, and contributions to the college and local community attest to this fact. The faculty as a whole remains highly dedicated to excellence in teaching, research, and community contributions.

Office of Professional Development. During the 1992-92 academic year, the Office of Professional Development in Education enrolled 2,719 students in 137 professional development courses. This reflects an increase of 383 students over the 1990-91 academic year and an increase of 16 courses. Five different types of courses were offered: \$15.00 courses; \$3,000.00 contract courses; Critical Teaching Needs Courses; Full tuition courses, and "special" courses.

Elementary and Early Childhood Education. The Department of Elementary and Early Childhood Education was created as a result of the formation of the School of Education. With the Elementary and Early Childhood Divisions united as one Department, the area is much stronger and effective, for all undergraduate students seeking early childhood certification or elementary majors. Also, the two faculties work well together, thus maintaining and strengthening each programs academic excellence.

In the 1991-1992 school year, the Early Childhood Education's two graduate programs implemented their redesigned programs of study. Since combining some courses and adding new courses, according to the standards set by the National Association for the Education of Young Children, the two programs (M.A.T. and M.Ed.) are now more effective in meeting the needs of pre-service teachers.

In addition, the Department closely examined the Elementary Graduate programs and designed three new courses for the M. Ed. program of study, as well as deleted three courses that it shared with the M.A.T. program, so that the two programs of study do not share any of the same courses. All changes were approved by the Graduate Council and Graduate Faculty. These changes will go into effect in Spring of 1993.

Educational Foundations and Specializations. The Department of Education Foundations and Specializations has a three-fold mission: (a) the preparation of competent special education teachers (Behavior Disorders, Learning Disabilities, and Mental Handicaps), (b) the preparation of competent secondary education teachers, and (c) teaching the foundation, or core, courses which are required in all Teacher Education Programs. The faculty is composed of nine full-time members, the Dean of the School of Education, the Assistant Dean for Certification and Student Teaching, and the Assistant Dean for Professional Development. At the graduate level, the Master of Education in Special Education degree is offered jointly with the Citadel.

The faculty is a diverse group which had many significant accomplishments during the academic year. In addition to providing high quality instruction for both undergraduate and graduate students, the faculty distinguished itself through numerous activities in the areas of professional growth and development and service to the community. Most importantly, however, was the Department's pivotal role in the preparation of competent teachers. The quality of instruction in the core courses and the competence of the program graduates in secondary and special education are testimony to the high professional standards of the Department of Educational Foundations and Specializations. In 1991-92, 236 of the 237 (99.5%) Charleston students passed the Professional knowledge component of the National Teachers Exam (NTE) and 276 of 307 (90%) passed the Specialty areas component.

Physical Education and Health. The Department of Physical Education and Health experienced many changes during 1991-92 including the appointment of a new chairman, entering the School of Education and developing a more assertive role to recruit new majors. The Department underwent significant growth in both the number of courses offered and the number of student served. The six programs of study within the major continue to attract students with various backgrounds and interests. The growth in majors program was a moderate 5% increase, but consistent with projections. Several courses that had been offered on a tri-semester rotation have been restructured. This restructuring was due to increases in overall enrollment and the number of physical education majors with all but one of the restructured courses currently being taught once per year.

During the 1991-92 school year, departmental internship programs continued to be strong. The internship experiences extended into six sites and involved approximately 20% of the junior and senior level students. In several cases, interns were offered summer employment as a result of their professionalism and positive experiences.

Working under the assumption that quality programs in physical education and health is an important component of the totally educated student, in 1991-92 the department sought to meet their needs by offering various activity courses that would appeal to the general student body. The College does not have a minimal requirement in physical education. Due to growth in health care cost and a desire to improve personal fitness, however, students continued to fill PEH classes in an effort to gain the unique experiences offered through the physical education and health class.

Professional growth and development of the faculty was moderate. Overall productivity of the department was high, and various publications, presentations, and contributions to the college and local community were consistently high. These overall efforts displayed the faculty's dedication to excellence in the classroom and community.

Math/Science Weekend. In addition to working with area elementary and secondary school teachers in the enhancement of their teaching skills and program developments, the College once again sponsored a Lowcountry Science Weekend, which involved the participation of secondary students in the Lowcountry Science Fair and the Math Meet. Three hundred and fifty (350) students submitted fair projects, over 1300 students participated in the Math Meet and approximately 1500 additional students attended seminars, and reviewed the students projects. Two astronauts provided seminars and on behalf of NASA presented flags flown in space to the President of the College of Charleston and the Mayor of the city. The Math/Science Weekend is sponsored by the College of Charleston, area school districts and business and industry to promote the study of mathematics and science.

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES: The 1991-92 academic year marked the first year of operation under the new college-wide school structure within Academic Affairs. The School of Humanities and Social Sciences was created by re-organizing the departments of English, History, Languages, Philosophy and Religious Studies, Political Science, Psychology, and Sociology and Anthropology and several interdisciplinary minors and the Urban Studies major into a new academic structure. This school is the large within the College in terms of number of faculty, undergraduate enrollments, majors, student credit hour production, and faculty productivity.

The departments and programs in the School of Humanities and Social Sciences continue to provide outstanding educational opportunities at the undergraduate and graduate level for our students. This year has brought many forms of recognition for programs, faculty and students. The highlights are summarized below.

This year a great deal of effort was put into the assessment of the School's and general education curriculum. The departments in the School did an excellent job of initiating their assessment plans and several of the departments were included in the group of majors that were reported on to CHE in the College's Assessment of Institutional Effectiveness Report. Each departmental report contains a section on assessment plans and implementation efforts.

The School of Humanities and Social Sciences has responded enthusiastically and successfully to the challenges of growth and development and has maintained high academic standards consistent with the best liberal arts traditions. The School's commitment to general education and the minimum degree requirements is

steadfast and it continues to be responsible for the largest part (almost three-fourths) of the fifty six hours of coursework required for graduation. Thus places serious demands on several of the School's departments, in particular the departments of English, History and Languages. The growth and development of the student body has brought many opportunities, most notably the College's improved retention and the improved quality of the student body has resulted in increases in the enrollment in upper division courses, stimulating substantial increases in the number of students majoring in programs within the School. As a consequence, several departments within the School have among the highest student/faculty ratios within the College. The overall College student faculty ratio is 19:1. In fall 1991 four (Philosophy & Religious Studies, Political Science, Psychology, and Sociology & Anthropology) departments within the School had ratios above the average. Sociology & Anthropology and Philosophy & Religious Studies rank first and second highest among departments in the College in terms of student/faculty ratios. These ratios also exceed the ratio norms reported by CHE. The top three areas in student credit hour production are the Social Sciences, Letters, and Foreign Languages, all of which are in the School of Humanities and Social Sciences. The only area that comes close to there three is Teacher Education, which ranks fourth.

These opportunities also bring real challenges. One major area of concern is the level of adjunct faculty utilization. The addition of eleven new faculty lines and the funding of full-time adjuncts has been a significant step in the direction of enabling the School to maintain quality while responding to the need for additional sections of courses to meet student demand. The addition of more faculty lines remains the highest priority for the School. The School is proud that in 1991-92 it was actually able to reduce the size of sections in English 101-2 and in first year foreign language courses, thus providing faculty with the opportunity to work closely with students in those important courses. A second, and related priority, is the acquisition of more space for classrooms and faculty offices. The School eagerly looks forward to the expansion of campus facilities in the near future.

One other issue that needs to be identified is the problem of salary compression. As a result of escalating salaries for entry level positions (a national phenomenon) and as a result of minimal increases in faculty salaries over the last several years, a serious problem of salary compression is becoming apparent. Many senior faculty with considerable length of service are sensitive to the fact that there is very little differential in the salaries of full, associate, and senior assistant professors. This problem is acute in the humanities and social sciences.

Future plans within the School for 1992-93 call for the following possible new programs: (1) a new minor in African-American Studies; (2) a new minor in Latin American Studies; (3) an Undergraduate degree program in historic preservation; (4) proposals for new graduate programs in Environmental Studies/Science, Liberal Studies, languages, and psychology. Letters of intent to establish a Center for Ethics, Values, and Decision Making and an Institute for Lowcountry Studies were sent to CHE last year and formal proposals will be submitted in the next academic year if approved by the College. A major effort this fall will be the examination of International Studies by a special committee that will recommend to the Provost and President ways to enhance the international components of our programs. The writing Across the Curriculum project will continue and expand to include upper division courses. If selected to participate in a project on re-forming the major by the Association of

American Colleges a series of workshops and curricular projects will be undertaken over the next two years to strengthen our majors and pursue connections among majors and between majors and the general education requirements.

The following represents the highlights of the accomplishments of the programs, faculty, and students of the School of Humanities and Social Sciences for 1991-92.

PROGRAMS

The South Carolina Commission on Higher Education conducted program reviews in the following areas this year: History, Philosophy, Political Science, and Urban Studies. All four programs received excellent reviews from the external peer reviewers who evaluated programs in these areas at all state colleges and universities and their continuation was recommended by the South Carolina Commission on Higher Education. The History program was cited for excellence as a program of distinction based on the external evaluators review. In May of 1992 the CHE presented a plaque to the College of Charleston formally recognizing the accomplishments of our history program. This is a distinct honor and the history program is only the second undergraduate program to receive this recognition since CHE began the process of academic program evaluations.

The graduate program in Public Administration was reviewed by the National Association of Public Affairs and Administration. The external review team recommended recertification for the program.

The Jewish Studies program received a very positive review conducted in compliance with the requirements of the agreement with the program's benefactor when the Yaschik Fund for Jewish Studies was established.

The Bachelors degree program in Anthropology produced its first graduate in May, 1991.

The masters degree program in History produced its first graduate in May, 1991. The program also exceeded enrollment projections for the second year of operation.

A new bachelors degree program in Communication was approved by the College and submitted to the Commission on Higher Education.

A new masters degree program in English was approved by the College and submitted to the Commission on Higher Education.

A new minor in African Studies was established.

The Political Science department was awarded a Taft Seminar for Teachers for a second year. This is one of 12 seminars that will be offered across the United States this year.

The Department of Sociology and Anthropology, in cooperation with the Charleston Museum, established a field school in archaeology at the Dill Plantation.

The English Department, with support from Academic Affairs, sponsored the Charleston Writers Conference.

The English Department conducted a Writing Across the Curriculum Workshop.

The History Department sponsored with the support of the South Carolina Humanities Council a major lecture series "Tell about the South" that attracted large audiences.

The History Department, with support from academic Affairs, sponsored the Sierra Leone Studies Association Inaugural Conference.

The History Department conducted an Eisenhower Institute for teachers.

The Institute for Public Affairs and Policy Studies and the MPA program hosted the National Conference on Teaching Public Administration.

The administration allocated funds to establish a major Macintosh computer lab for use in communication and composition classes.

The Institute for Public Affairs and Policy Studies generated \$177,000 in external funds through contracts, grants, and projects.

Individual departments brought various speakers to campus to provide lectures to the College community.

FACULTY

Dr. Beatrice Stiglitz of the Languages Department received the Faculty Teaching Award for 1991-92.

Dr. Norman Olsen of the English Department received the College Service Award for 1991-92.

Dr. William Moore of the Political Science Department was selected as the College of Charleston's Nominee for the Governor's Professor of the Year Award.

Dr. Clark Reynolds of the History Department received a national award, the Samuel Eliot Morison Prize, for his acclaimed biography, Admiral John Towers.

Governor's School. The College continues to operate the Governor's School of South Carolina. This summer 236 students, rising South Carolina high school seniors, attended the Governor's School. They studied "Global Issues" and a specific subject matter course as their curriculum, and participated in a wide variety of cultural and educational experiences for a five week period. Again, ten (10) students from Eastern Europe were in attendance, providing a special international learning opportunity for the South Carolina students enrolled in the program.

Bret Lott of the English department received national critical acclaim in The Boston Globe, The Chicago Tribune, and the L.A. Times for his new novel, Jewel. Sally Field and 20th Century Fox have optioned Jewel for a feature film and a screen play is in progress. The L.A. Times calls Lott "one of the most imaginative and important writers working in America today."

Dr. David Frankfurter of the Department of Philosophy and Religious Studies was awarded one of the National Endowment for the Humanities most competitive awards, the Summer Stipend. Four other faculty received grants to attend NEH summer seminars or institutes.

Dr. Robin Bowers of the Psychology Department received a grant from the National Science Foundation and Dr. David Gentry of the Psychology Department was funded for research by the National Institutes for Health.

Eleven new faculty lines were allocated to the School for 1992-93. All but one of those positions has been filled as of the time this report was prepared and the faculty hired to fill these positions possess

outstanding credentials. In particular, all have terminal degrees in their appropriate fields.

Approximately 60% of the faculty in the School had either an article, book, or chapter in a book published; or presented a conference paper at a professional meeting. Approximately a dozen books authored or edited by School faculty were published, many by prestigious university presses.

STUDENTS

The School of Humanities and Social Science in 1991-92 generated the largest number of student credit hours of any of the Schools and graduates more students than any other School.

Two of the departments in the School were among the top five departments in numbers of undergraduate majors and graduates: Political Science, Psychology.

The MISCELLANY, the College literary magazine, which is sponsored by the English Department, won first place and the Medalist Award in the Columbia University Press Association competition. The MISCELLANY also won first place among literary magazines at the Southern Literary Festival.

Mr. Don Hrabec of the Philosophy Department won the 1991 South Carolina Society for Philosophy prize for Best Undergraduate Essay and presented his work at the SCSP Annual Meeting.

Numerous students majoring in programs in the School were named as Outstanding Program Graduates, graduated with honors, and received special awards.

Student delegations to Model Assemblies of the Organization of American States, Organization for African Unity, and the United Nations received numerous awards for their outstanding performance.

Each department and program in the School has had graduates who have been accepted into graduate and professional degree programs, many of whom have received fellowships and assistantships.

GRANTS AND PROFESSIONAL AND COMMUNITY SERVICES

Grant Funding. During the 1990-91 academic year the College increased the amount of external funds awarded, receiving a total of \$876,894 in external research, service and training grant funds (including grants from the National Endowment for the Humanities, the South Carolina Committee for the Humanities, the National Institute of Health, and the National Science Foundation). These awards contributed to the professional development of faculty members, funded undergraduate and graduate students, and afforded the College an opportunity to render special services to the Charleston community. Additionally, faculty research and professional growth and development was supported at the departmental budget level and by special funds provided by the Offices of the President and Academic Affairs, and through awards made by the administration on the recommendation of the College's Committee on Faculty Research and Development.

Professional Services to the Community. Within the Charleston community, the faculty of the Institute for Public Affairs and Policy Studies provided professional services to numerous local governments, especially smaller jurisdictions, to support and improve their administrative and policy efforts. Faculty of the Business and Economics department worked extensively with the various components of the transportation industry in the Charleston area to develop educational services and meet training needs for this sector of the local economy. The faculty of the Fine Arts Department continued to provide its expertise in a variety of ways to support local efforts (e.g., the Spoleto Festival and the Moja Festival) in the arts. The Department of Education's Office of Professional Development arranged for the delivery of a variety of graduate level courses as requested by the local school districts.

The Office of Professional and Community Services provided numerous workshops; special non-credit and credit courses; and conference/workshop support services for the local professional community. In addition, the program moved into the newly-renovated 25,000 sq. ft. Conference Center in the former Sears building. The Center will allow the College to develop and offer more academic conferences and symposia.

LIBRARIES. The mission of the College of Charleston Libraries as an administrative unit intended to provide support for the academic programs of a publicly-supported institution, is to make readily available the records of intellectual endeavors consistent with the present and anticipated teaching, research, and service programs of the College. In order to fulfill this mission and remain at the center of the academic enterprise, the libraries select, acquire, organize, disseminate and maintain print and non-print media materials. An integral part of the mission is to provide instruction in the use of the library collection. In 1991 - '92, the College of Charleston Library developed and implemented goals and objectives which met this ambitious mission statement.

In 1991 - '92, the Library ordered, received and processed 12,000 - 16,000 new volumes and received journals and other serials from 3,200 current subscriptions. By the end of fiscal year 1992, the staff in the Collection Development Department received about 13,200 volumes from firm orders, approvals, gifts and as documents. Additionally, the staff processed approximately 21,000 serial issues. The Library recommended, selected, and ordered 178 new journals in the fall of 1991 and has similarly ordered 150 new serial subscriptions, with most titles supporting new and existing graduate programs.

The Library received a \$200,000 special allocation this year, with the Library allocating the majority of these funds for departmental book budgets. All of these budgets were augmented 30% and the budgets in areas where there were graduate programs received larger increases.

The Special Collections Department received an important gift of scrapbooks about the Dock Street Theatre and, overall, the Library received 1,055 gift volumes and accepted 871.

With reduced staffing, the Cataloging Department of the Library was, nevertheless, able to catalog a record level 15,000 titles, including bringing the cataloging for the Avery Research Center up to date.

In an effort to assist and instruct the academic community in the use and interpretation of library collections, the reference staff of the Library answered approximately 31,000 reference questions in 1991 - '92, an increase of 39% over the prior year. The Reference Staff provided service at the Reference

Desk for 80 of the 94 hours that the Library was open in 1991 - '92. The Reference Staff has instituted a bibliographic instruction program consisting of tours and orientations, specialized bibliographic lectures, sections of Library 101, and has developed additional presentations for graduate students. These initiatives have generated 122 tours and 114 lectures to approximately 5,000 people.

As a result of the increased usage and collections of the Library, the south basement wing of the Library was renovated in 1991 - '92 and nearly 6,300 feet of new shelving was installed to the main stacks. Additionally, as part of its on-line catalog service, four new OPAC terminals were installed in public areas on the main floor.

The College of Charleston Libraries are an integral part of the local, state, and national activities which are designed to provide library materials and services to the academic community. As an active member of the Charleston Academic Library Consortium (CALC), the College of Charleston librarians in conjunction with the College's Offices of Computer Services worked to bring up COASTNET, the computer network linking the libraries and colleges and universities in the Charleston area. Further, under the Inter-Library Loan Program, the College of Charleston staff processed approximately 10,000 inter-library loan transactions in 1991 - '92.

1991 - '92 was a year in which the Library continued to improve its services and collections, as noted above. Nevertheless, perhaps the most remarkable accomplishment of the Libraries in 1991 - '92 was its ability to handle the circulation of over 100,000 books from its regular collection. Its ability to meet these demands and still provide high-quality service in each of its areas reflects the professionalism and efficiency of the College of Charleston Library staff.

AVERY RESEARCH CENTER. During its second year of residence in the renovated Avery Normal Institute building, the Research Center has placed emphasis upon staff team building and establishing the routines for long and short range program planning and implementation. The task of developing a four month calendar of events has required that the staff pool its effort and it has facilitated an active, on-going planning processing in every aspect of the Center's work. Now that the center is in a permanent location, individuals seeking a safe place for their personal papers and manuscript materials have begun to contribute to the Avery Center. Public programs, exhibits and building tours are attracting a wider audience in the Charleston community.

Student workers and interns assist in manning the archives reading room. With staff supervision they do reference work for patrons, survey and process archival collections and prepare finding aids. Students give tours of the building and assist in the research for and preparation of exhibits. A number of volunteers also serve the Center as archival assistants and docents.

The holdings of the Archives include a non-circulating reference library of more than 3000 volumes and nearly 80 manuscript and photographic collections which measure over 375 linear feet. The Center's acquisitions include the Joseph A. Towels Collection; the J. Arthur and MaeDe Brown Papers; the Bernice Robinson Papers; the W. Earl Douglas Papers, the Mickey Funeral Home Records; the H.A. DeCosta Company Records; the John's Island Historical Photographs and Taped Religious Music; the Avery Normal Institute Archives; and, a growing collection of African American church records. More than 580 individuals have used the Center's archives and reading room since July, 1991. Patrons have come from

places in the states like Spelman College in Atlanta, GA; USC, Berkeley, Calif.; Ohio State University; the Univ. Of Maryland; and from the Univ. of Kyoto, Japan, the Univ. of Paris, France, and Fourah Bay College and the Univ. of Ghana in West Africa. There also is significant use of the Collections by un-lettered persons seeking genealogical information and general historical and cultural data.

During the 1991-92 fiscal year, four exhibits and the public programs attendant to them were presented. They were: "Celebrating the Life of Benjamin E. Mays;" "The Jenkins Orphanage: The Solid Rock;" "The South Carolina Black Press-1865 to 1965;" and, "Paramount Chiefs of Sierra Leone: Photographic Portraits by Vera Viditz-Ward." The Center also collaborated with the Charleston Museum to present the exhibit "Fort Mose: Colonial America's Black Fortress of Freedom." During the 1991-92 fiscal year 2,850 persons visited the Center's exhibits and/or toured the building.

INSTITUTIONAL EFFECTIVENESS.

GENERAL EDUCATION

The 1991-92 efforts of the College's Faculty Assessment Committee have focused on how well the general education program has met the first general education objective: to develop reading, writing, and oral communication skills. Some of the procedures implemented to assess this objective have relevance in the other objectives, but the 1991-92 efforts focus on the assessment of reading, writing, and oral communication skills.

The Committee identified three assessment criteria and procedures to measure general education effectiveness. They included: development of a locally designed grid to identify which outcomes and objectives are addressed in all courses across the curriculum; administration of a nationally standardized general education test as a pilot-test; and, administration of the Nelson Denny Reading Test to all 1991 incoming Fall freshmen and to a randomly selected sample of freshmen who completed English 102 in Spring 1992. The Nelson Denny test results of both groups were compared to determine if students registered in general education courses improve their reading skills.

Committee findings in the three areas include:

1. Preliminary data of the General Education grid shows that the College's intended outcomes and objectives are adequately addressed in the present course requirements. However, the Committee will continue grid analysis in 1992-93 with the intent to study the oral communication and global and multicultural intended outcomes as areas of possible weakness.
2. A selected group of 167 students took the Academic Profile II short form in March 1992. Juniors and seniors primarily took the test. Scores are reported as mean scores by Carnegie Classification and student class standing. The mean total score for upperclassmen from Comprehensive Colleges and Universities was 451. College of Charleston students scored 455. In summary, the Academic Profile II short form shows that the upperclassmen at the College of Charleston are at the same or higher levels in every category when compared to upperclassmen at similar institutions nationally.

3. Comparison of the Nelson Denny pre- and post test scores revealed a significant increase in freshmen reading ability after the freshmen completed two semesters of general education. The assessment indicates students progressed by 1.2 grade levels.

The Faculty Assessment Committee is satisfied with the 1991-92 general education assessment criteria, procedures, results, which focussed on reading, writing and oral communication skills. The Committee will recommend that the College implement periodic use of the Academic Profile II. The 1992-93 Faculty Assessment Committee will analyze the grid in depth and the College will continue to use the Nelson Denny pre- and post testing of freshmen. In addition, beginning in 1992-93, all freshmen registered in English 101 will write a diagnostic essay. Copies will be retained and English 102 students will write an essay on the same topic in April 1993. The pre- and post essays will be evaluated by faculty from other institutions. The average scores will be analyzed by the Faculty Assessment Committee.

ENTRY LEVEL SKILLS NECESSARY FOR COLLEGE WORK

All new entering students admitted to the College of Charleston must take placement examinations before students are advised and individual course schedules are developed. Placement examinations are administered in writing, reading ability, mathematics and languages. Extensive research, development, analysis and validity studies have been part of the selection process of placement test instruments. The placement tests selected are either nationally developed or locally developed instruments. The placement instruments appropriately determine the level of ability of newly admitted College of Charleston students.

The College of Charleston uses the following placement tests:

1. The Test of Standard Written English (TSWE), is used to determine student readiness for English 101. A validity study was completed in 1987 in conjunction with the College Board to determine the appropriate cut-off scores for English 090 and English 101.
2. The Nelson Denny Reading Test is given to determine reading level ability. A study was conducted in 1990-91 that established a high correlation between Nelson Denny Reading Test scores and the VSAT exists.
3. The Advanced Algebra Test and the Calculus Readiness Test from the Mathematical Association of American Placement Test Program are used for mathematics placement. The mathematics department has analyzed student test results along with student course performance in 1988, 1989 and 1990 to develop the Mathematics Department Recommendation for advisors to use as they advise students.
4. Locally-developed languages placement tests are given to students interested in French, German and Spanish. The Languages faculty worked in collaboration with area high school teachers in 1990-91 to develop and field test the instruments. Students in Latin placement are given the Achievement Test Latin Reading from the Educational Testing Service (ETS). The Language Department is not content with the ETS Test and are considering changing the instrument.

FACILITIES:

The College evaluates space needs by major use categories and used three criteria to determine need. They include: the 1970 Master Plan, the 1981 Property Acquisition Plan and the 1992 Facilities Planning Analysis. The 1992 Facilities Planning Analysis determines current inventory recommended inventory for current enrollment based on normative standards or institutional policy; potential properties/facilities to meet needs; recommended inventory based on normative enrollment increases, institutional policy and academic program changes; potential properties to meet needs. Although the Facilities Planning Analysis is in draft form and is currently being refined, initial facility needs include: classrooms, laboratories, office space, library, residence halls and parking.

INSTITUTIONAL ADVANCEMENT

The Office of Institutional Advancement plans and manages efforts to promote and to interpret the College of Charleston to all external constituencies and to the general public. It coordinates ongoing communications with and supports the activities of College of Charleston students, faculty, alumni and friends, fostering and maintaining close relations in keeping with the College's responsibility as a state-assisted institution of higher education. Institutional Advancement assists other departments of the institution in identifying sources of and securing private gift support for College projects and programs. Its primary objective is to generate interest in and support for the College's mission of academic excellence in liberal arts education.

The Advancement Offices, which report to the Senior Vice President for Institutional Advancement, are the Office of Alumni Services, the Office of Development, and the Office of College Relations. Their staffs maintain external liaison with alumni, parents and friends of the College, including businesses and industries throughout the state and region.

The Office of Development. The Office of Development provides counsel and assistance to the College community about ways to attract private gift support to help supplement state-legislated appropriations and other government grants and contracts. Private gift support is sought from faculty and staff members, alumni, parents, friends, businesses and industries, and private foundations. With the oversight of the College of Charleston Foundation Board, the staff manages programs including an annual fund, capital and endowment giving, and planned giving, which encourages private gifts through wills, trusts, and other forms of estate or deferred giving. The College of Charleston Foundation, an eleemosynary 501(c)3 Public Charities, has the sole purpose to support the educational mission of the College of Charleston through private gift support.

The Office of Alumni Services. The Office of Alumni Services seeks to build and maintain close ties between the College and all of its alumni. The staff maintains records of more than 13,000 living alumni. The College News is

published by this office, and travel opportunities are presented throughout the year. Alumni are encouraged to return to the campus for a variety of programs, and special emphasis is placed on Commencement Weekend in May. Quinquennial class reunion programs are encouraged and supported by the Alumni Office, and area alumni meetings are held in cities along the Eastern seaboard.

The Office of College Relations. The Office of College Relations seeks to effectively project and enhance the identity of the College and University as a state-wide and regional institution by planning and managing a comprehensive internal and external communications program, including news services, publications, public relations, marketing and advertising, community relations, and special events. Several publications produced include The Blacklock Papers, all recruitment materials, undergraduate and graduate course listings and bulletins.

STUDENT AFFAIRS

The Division of Student Affairs at the College of Charleston is dedicated to the facilitation of the social, physical, ethical and intellectual development of all students so that they may be responsible and effective men and women.

As educators, the student affairs staff works to create environments, provide experiences, and teach skills which enable students to develop personal value systems, explore and build healthy interpersonal relationships, discover the responsibilities of community memberships, realize their physical potential, and accept responsibility for their own development.

These goals are the basis for a student affairs curriculum which parallels and reinforces the academic curriculum. The Division recognizes that the purpose of a liberal arts education is best met when both the student affairs curriculum and academic curriculum are strong.

In the academic year 1991-92 Student Affairs expanded the fraternity/sorority system to include Sigma Phi Epsilon and Sigma Gamma Rho. Further, the Greek system is not organized under Inter-Fraternity Council, Panhellenic and Pan Greek to emphasize both the diversity and unity within campus fraternal life. Staffing in Health Services expanded to meet the needs of our student body and moved into a renovated facility. Student leadership received increased attention and registration procedures for student organizations were revised. Details of specific departmental accomplishments follows.

LEADS. Leadership Education for Alcohol and Drug Safety seeks to develop a healthy, drug-free climate and lifestyles for College of Charleston students, faculty, and staff. The primary focus of LEADS is to encourage responsible decisions about alcohol and drug use. The program addresses issues that interface with the College alcohol and drug policy. The purposes of LEADS include: (1) to use student peer leaders to provide educational programs and assistance for students, classes, faculty, and staff; (2) to develop and adapt wellness, drug and alcohol programs for campus groups and organizations such as residence halls, athletes and greeks; (3) to reinforce the College alcohol and drug policy to incoming students using presentations and distributing printed

information; (4) to ensure campus compliance with state and federal Drug-Free Schools and Workplace legislation; (5) to work in conjunction with other Charleston institutions of higher learning in developing and improving effective programs; (6) to provide drug-free social programs/activities on campus, and (7) to conduct research on current campus alcohol and drug usage. LEADS members are trained in public speaking, hosting special functions, and in offering facts about alcohol and drugs. They receive internship credit, work experience, and are opportunities for graduate school preparation.

Student Health Services. The College of Charleston provides on-campus health services to promote and maintain the optimum health of students while attending the College. The service provides routine office care and the services of a physician and a nurse on a daily schedule at no charge to the student. A physician is on call Monday - Friday from 5:00-8:00 p.m. for emergencies only.

Student Health Services provides routine laboratory evaluation. As an additional service, allergy injections are administered to faculty and staff as well as students. This service is at no charge.

The physician staff covers specialties of Dermatology, Internal Medicine, Pediatrics and Venerology. This enables the student body to obtain a full range of care pertinent to the age groups and life styles found at the College. Those specialties not available are arranged within the community by Health Services.

Resident Life/Housing. The residence halls at the College of Charleston provided accommodations for approximately 2000 students during the 1991-92 academic year. On-campus housing facilities included one co-ed residence halls, one residence hall for men, three residence halls for women, one apartment-style hall for women, and 20 historic houses. Residence halls have laundry facilities, vending areas, commons rooms (TV lounge), and study/computer rooms. The residence halls are divided into three areas: Area 1 - St. Philip Street, College Lodge and the International Houses; Area 2 - Craig, Rivers, Wentworth and the Bull Street houses. The management, maintenance, and policies governing residence hall living can be found in the Guide to Residence Life.

Residence Life is considered to be an integral part of the college learning experience. The Residence Life staff provides activities, educational and social programs, and counseling/advising that aids in fostering individual growth within the residence halls. Each of the residence hall area is staffed with an Area Coordinator, Resident Hall Directors, and Resident Assistants. Area Coordinators hold a masters degree in Student Personnel Services or a related field. Residence Hall Directors hold a bachelors degree in a related area and are pursuing a masters degree. Resident Assistants are upperclass undergraduate students who are specially trained as peer counselors. These professional staff members are responsible for the overall administrative operation of the residence halls, and for supervising a student staff of desk receptionists.

The 1992 Summer Conference Housing included a variety of groups. Some of these groups were Spoleto, Governor's School, Woodrow Wilson Chemistry Institute, Upward Bound, and Camp Puff 'N Stuff.

Counseling Center. The Counseling Center staff offers students a wide range of psychological services which include individual and group counseling, couples counseling and psychological testing. The Center also offers seminars and presentations on topics of interest to students and does consultations with the faculty, the Residence Life staff, the Health Services staff, and the Undergraduate Dean's office on matters regarding concerns with the students. Outreach programming, seminars and presentations, have been presented to academic classes, several dormitories, Residence Life staff, the Tennis Team, clubs and sororities, and community organizations. Another service of the Center is to make referrals for students to other helping professionals when appropriate.

Staff members serve on the following College committees: Orientation, Multicultural Relations, Incentive Grants Selection, SPECTRA Advisory, CARE (Crisis, Awareness, Response and Education), and the Advisory Committee for the College of Charleston Employee Assistance Program. One staff member serves on the Board of the S.C. Association for Children of Alcoholics. Staff members served as advisors to the following groups: Zeta Tau Alpha Sorority, Student Union for Minority Affairs, Campus Crusade for Christ, IOTA Omicron Chapter of Alpha Kappa Alpha Sorority, and the Gay and Lesbian Alliance.

Eight percent (4-5% nationwide average for campuses of less than 10,000 students) of the student body was seen for psychological counseling. Walk-in hours are offered daily during which students may see a psychologist/counselor without having an appointment. Two hundred ninety-three students took advantage of this service. We responded to four emergencies involving students. Forty-six students were referred to the in-house psychiatric consultant for assessment of medication needs.

Staff members continue to be aware of our need to develop professionally, and we continue to take advantage of opportunities to attend local, regional and national conferences and training seminars. Staff members attended the following meetings this year: Southeastern Conference of Counseling Center Personnel, 6th Annual Black Leadership Conference, Treatment Conference on Sexual Abuse, Southeastern Testing Personnel Conference, S.C. Psychological Association Spring Conference, and the University and College Counseling Center Director's Conference.

Staff members also continue to be active in professional organizations. Membership is held in the following organizations: Associations of University and College Counseling Center Directors, S.C. Association of Adult Children of Alcoholics (Board Member), American Psychological Association, Christian Association of Psychological Services, S.C. Psychological Association (Editor of Newsletter editor), American Association for Counseling and Development, the American Board of Medical Psychotherapists, S.C. College Personnel Association, and Psi Chi. One staff member received the Outstanding Contribution to Psychology Award from the S.C. Psychological Association, and another staff member published a research article in a psychological journal.

Two of the College's professional staff members are licensed by the S.C. Board of Examiners in Psychology, two are licensed by the S.C. Board of Examiners for Counselors and Marriage and Family Therapists, and one is in the process of being licensed. The Counseling Center continues to be accredited by the International Association of Counseling Services.

Student Activities. Active student organizations create a sense of community on the College campus. A student's academic curriculum is greatly enhanced by the experiences, relevance and good times which leadership and participation in student organizations can afford.

There are over 100 student organizations on campus. These groups offer individuals the opportunity to develop leadership skills, pursue leisure time and recreational interests, share ideas with others of similar beliefs, and explore career opportunities. The guidelines for becoming and remaining a registered student organizations were reviewed by their peers to make sure they fit within these new guidelines. The first annual leadership conference was offered fall semester for all student organization officers and their advisors. A specialized professional was hired to coordinate this conference, sharing her particular expertise in human relations management and leadership. The newly registered human relations management and leadership. The newly registered student organizations are listed below according to their purpose:

Programming Groups: College Activities Board, Student.

Union for Minority Affairs, Film Club, International Club.

Governmental Organizations: South Carolina Student Legislature, Student Government Association.

Sports: Karate, Aikido, Martial Arts, LaCrosse, Cougarettes, Crew, Weightlifting, Women's Soccer, SCUBA.

Performing Groups: Gospel Choir, Center Stage

Honor Organizations: Alpha Epsilon Delta, Omicron Delta Kappa, Psi Chi, Sigma Iota Rho, Alpha Chi Sigma.

Special Interest Groups: The Music Society, Campus Amnesty, Organization for Non-Traditional Students, Alliance for Planet Earth, Gay and Lesbian Alliance, Student Chapter of the American Association on Mental Retardation, Marine Biology Graduate Student Association, Ad Club, Journalism Club, Visual Arts Club, Leadership and Education on Alcohol and Drug Safety, Pre-Law Society, Women's Forum.

Religious Organizations: Baptist Student Union, Catholic Campus Club, Fellowship for Christian Athletes, Church of Christ Ministry, Salt and Light (Episcopal), Lutheran Student Movement, Wesley Foundation, Presbyterian Student Association, Jewish Student Union, Religious Council.

Service Groups: Alpha Phi Omega, Circle K. Student Alumni Association, Charleston Forty, Biology Club.

Media Organizations: "Comet" yearbook, "Cougar Pause" newspaper, "Miscellany" literary magazine, and Publications Board.

Fraternities: Alpha Tau Omega, Kappa Alpha, Kappa Alpha Psi, Kappa Sigma, Omega Psi Phi, Phi Beta Sigma, Pi Kappa Phi, Sigma Alpha Epsilon, Sigma Chi, Sigma Nu, Sigma Phi Epsilon, and IFC (Interfraternity Council).

Sororities: Alpha Delta Phi, Alpha Kappa Alpha, Chi Omega, Delta Delta Delta, Delta Sigma Theta, Kappa Alpha Theta, Phi Mu, Zeta Phi Beta, Zeta Tau Alpha and Panhellenic Council.

Departmental: Accounting Association, Classics Club, Film Club, Finance Club, French Club, German Club, Geology Club, History Club, Honor Program Student Association, International Studies Club, PE & Health Majors Club, Personnel Club, Philosophy Club, Physics & Engineering Club, Political Science Club, Psychology Club, Religious Studies Club, Sociology/Anthropology Club, Spanish Club, Student Post.

Student Government Association. Each student who enrolls at the College becomes a member of the SGA. The organization is based on mutual cooperation among students, faculty, and administration. SGA is made up of a legislative council in which elected class representatives participate, an executive board composed of student body officers, and a judicial branch. Only the representatives of these three branches are voting members of the SGA. SGA promotes activities on campus and cooperates in building a better College. Special attention was put on increasing attendance at Senate meetings, as well as increasing voter turn-out for elections.

College Activities Board. The CAB students' mission was to present a wide array of quality programs for the campus community. Students chaired nine program committees, gaining leadership responsibility and experience while programming in: Class Acts, Coffeehouse, Concerts, Films, Lectures, Potpourri, Promotions, Thursday's Special and Travel. Efforts were continued to encourage networking among College student organizations, and co-sponsorship of campus events. Programs emphasized diverse student needs. Innovative techniques were used to promote events, as well as traditional methods such as posters, banners, flyers, and the "Cougar Pause" newspaper.

Stern Student Center. The ballroom, garden and breezeway areas of the Stern Student Center were the sites of 1500+ varied events.

Gamesroom tournaments were offered every Saturday with some participating students going on to regional competition. CAB's nightly video program was continued and encourages. The free Legal Assistance had a full schedule weekly, with the local attorney who volunteers his time for this service counseling students on a variety of issues. Numerous renovations were completed, such as a new paint on all walls, new carpeting, furnishings being refinished, and replacing Gamesroom floor.

C.A.R.E. The Crisis Assistance Response and Education program provide assistance to any student victimized by a violent crime, whether student and/or crime is on- or off-campus; or any student arrested for a felony crime. The response component consists of three-person team representing the three critical campus response areas to student crisis: Public Safety, Student Affairs, and Counseling. The team provides immediate crisis intervention, serves as sole-source information/resource to the victim, and acts as liaison between the student (s) and campus community. Access to the C.A.R.E. team is available by touch-tone phone, 24 hours a day.

During the 1991-92 academic year, C.A.R.E. provided intervention/assistance to forty-five (45) students. Information sessions were conducted for all new students and their parents during summer Orientation sessions. Residence hall personnel and Public Safety officers received training on all components of the C.A.R.E. Program. Educational programming and promotion of the C.A.R.E. Program and services is an on-going task.

BUSINESS AFFAIRS

The Business Affairs Division oversees all financial and physical resources at the College of Charleston. All accounting, financial reports, financing, payroll, purchasing, inventories, and auxiliary services, including cafeteria, snack bars, bookstore, vending, etc., are supervised by the Senior Vice President for Business Affairs. This office is responsible for 125 employees and a total expenditure of approximately \$65,000,000.00.

CONTROLLER AND TREASURER: Reporting to the Senior Vice President for Business Affairs, the Office of Controller and Treasurer is responsible for all financial processing and record keeping at the College. The Accounting Division processes payments to vendors, student and employee payrolls, and expenditure report for externally funded programs. It is responsible for preparation of Institutional financial statements and budget reporting to departments and the executive management of the College.

The Treasurer's Division is responsible for timely and accurate billing of students and the collection and proper deposit of all monies received at the College.

The Sponsored Program Division of the Controller's Office assembles and processes grant and contract applications to external funding sources for education service, research, and training programs at the College. It monitors pre and post awards of such programs ensuring compliance with the terms and conditions imposed by outside sponsors.

The financial records of the College are audited annually by independent auditors under the supervision of the State Auditors Office.

AUXILIARY SERVICES: Auxiliary Services encompasses the managerial and operational responsibility of the College parking permit system and lots, property management, insurance, food service, Bookstore/Campus Shop, vending machines, sorority and fraternity houses and faculty housing. Dormitory facility budgeting and budget monitoring are accomplished in liaison with the Residence Life Office. These areas of operations are financially self-supporting.

College Bookstore/Campus Shop During 1991-92 the Bookstore/Campus Shop operations realized sales revenues of \$3,077,104. The increases are attributed to expanded enrollment and a very aggressive Apple program that offers MacIntosh Personal Computers to the College community at a very attractive price through Apple's HEPP II Program.

Food Service Food service facilities at the College are the Cafeteria, the St. Philip Street Deli in the new dormitory and the Stern Student Center Snack Bar. These facilities are operated for the College by ARA Food Services. Revenue during 1991-92 was \$3,099,3930. Meal plan participation increased from 2,770 to 2,830 students during the same period. A \$1,315,000 expansion of the Cafeteria dining area was completed in August of 1991. The expansion increased capacity to approximately 750 dining guests.

Student and Faculty Housing This past year the College of Charleston housed 1,941 students and six faculty and staff. Revenue during 1991-92 was \$4,655,774. A wide variety of living quarters ranging from conventional

dormitories to residential homes were available. The construction of an additional dormitory is being considered.

Parking Parking permits for approximately 1,212 surface and 650 garage spaces were available during 1991-92. Revenue collected was \$404,376. The College's student and employee head counts were 8,781 and 851 respectively last Fall. Additional parking areas are required and are being considered.

Vending The College's vending machine revenue was \$98,899 in 1991-92. Five new coin-operated Xerox duplicating machines were installed in the Library in the Fall of 1991.

PUBLIC SAFETY: On February 13, 1985, the Medical University of South Carolina and the College of Charleston merged their Public Safety Departments. This action has resulted in accelerated training, closer supervision, increase in crime prevention programs, and increased visibility of the officers.

The College of Charleston and MUSC share one Chief, one Deputy Chief, one Training Officer, one Administrative Sergeant, one Crime Prevent Lieutenant, and one Business Associate. In addition, the College has one Campus Commander (Captain), one Lieutenant, two Investigators, nineteen Public Safety Officers, twenty Security Officers, three Corporals, one C.A.R.E. Sergeant, three Sergeants, and four Dispatchers, totalling fifty-seven.

The Public Safety Department is responsible for Campus and Dormitory Security, and the issuance of identification cards for all students, faculty, and staff. It also provides VIP security coverage, escort services, parking enforcement, crime prevention surveys, and security at athletic events. It provides an on-campus C.A.R.E. counselor. It maintains a current locator file on all students and employees for emergency purposes. Public Safety also maintains the College Lost and Found, and handles the registration and sale of decals for bicycles.

DIVISION OF FIRE AND LIFE SAFETY: The Division of Fire and Life Safety continued to maintain and improve the overall safety of the faculty, staff, and student population of the College/University of Charleston through constant monitoring of all campus buildings (105 total) and environments (including the College's three satellite locations: the Grice Marine Biological Laboratory at Fort Johnson, the Sailing Team Complex at the City of Charleston Marina, and the Remley's Point Recreational Area). The Division has a staff of three employees: a Director, a full-time Fire Inspector, and an Environmental/Loss Control Technician.

The Division of Fire and Life Safety routinely conducts monthly fire/safety inspections and reports all code violations and unsafe conditions to the appropriate department for compliance and correction. The Division is responsible for keeping the College in compliance with OSHA, EPA, DHEC, NFPA, and State Fire Marshal regulations. The Division maintains the entire Workers' Compensation Program; manages the contracts for maintenance of fire extinguishers, fire alarm systems, emergency generators, and sprinkler/standpipe systems; monitors the inspection of x-ray equipment and hazardous chemical storage; and directs hazardous chemical waste disposal. The Division is responsible for disaster preparedness and planning. The Division reviews plans for all new construction and renovation of campus buildings to ensure code compliance. The Division responds to all fire alarms, medical emergencies, and hazardous chemical incidents that occur on the campus.

The College/University of Charleston has received for the third year in a row an excellent rating from the State Fire Marshal's Office for its continued reduction in the number of fire and life safety code violations in 1992.

PROCUREMENT AND SUPPLY SERVICES: Centralized Procurement Services are conducted in three divisions (Purchasing, Supply, and Administration) under the Director of Procurement.

PURCHASING: Recently completed its first full year with the new purchasing module of the Financial Records System. All user departments are not yet connected to the system requiring that Purchasing operate a manual and automated system simultaneously. Operating with the dual methods and continuing to provide effective services to the enlarged student base has been challenging to the staff. Through combining needs and issuing more source of supply contracts Purchasing has managed to keep the number of purchase orders issued at 5,000. This number includes small purchases, contracts resulting from sealed bids and sealed proposals, and Blanket Purchase Agreements. The two newest members of the purchasing team achieved the highest level of certification available to public purchasing officers, bringing the total number of certified officers to five. Purchasing was also recently audited by Division of General Services Audit and Certification and expects to retain or increase the current direct purchase agency certification of \$50,000 for goods and services.

SUPPLY: through the Central Stores function, provides immediate availability and consolidated buying advantage for 1,141 high use, general purpose items. The addition of more items unique to specific departments and increased use of annual contracts assists in containing costs by reducing the number of small and local pick-up purchases made. Plans are underway to utilize more just in time contracts for restocking purposes. Office and data processing supply needs have recently been assigned to the Central Stores buyer for purchase once a week for better commodity management. Central Stores issues were \$578,467 representing a stock turn of 2.11 on an inventory of \$273,994. We have recently established a contract with the Medical University of South Carolina to allow College departments to requisition health and medical supplies from their Central Supply. This agreement is proving to be very successful and provides us top quality health and medical supplies at minimal cost.

The Plant Property function of Supply manages the recording, redistribution, and inventory of 4,836 items of portable plant property valued at \$11,381,444 is facilitated by use of a computerized Plant Property Inventory System. It is planned that the Fixed Assets module of the Financial Records System replace the current system and be implemented within the next twelve months. Semi-annual inventories continue and coupled with better reports have aided College departments in managing the plant property in their control. Capitalization criteria remains at \$500. This year we entered into a cooperative agreement with the Medical University of South Carolina to sell College surplus declared junk by the State through their retail surplus store. We expect this to prove beneficial to the MUSC, the College, and the public.

Monitored by the Administration division, the Minority Business Enterprise (MBE) Utilization Plan for 1991-92 had as a goal to award 10.5% of all controllable purchases to State certified minority businesses. Of the 427 MBE's solicited, 300 (70%) responded and 252 (59%) awards were made. This represented

\$122,872 of our \$249,585 goal. The fact that many of the Minority vendors we are able to do business with choose not to become certified by the State, and therefore ineligible for reporting, continues to hinder us in meeting our stated goals. The College procurement staff planned and joined with three other State agencies, the city, the county, and a local school district to sponsor a "How to Do Business With Us" Seminar for minority businesses which was very well attended. Plans for this year are to expand the seminar to include small businesses.

The overall Procurement Services goal for 1992-93 will be to maintain and improve all Procurement services, Purchasing, Supply, and Administration, by continuing to seek and implement more efficient and effective methods.

SUPPLY: Through the Central Stores function, provides immediate availability and consolidated buying advantage for 1,141 high use, general purpose items. The addition of more items unique to specific departments and increased use of annual contracts assists in containing costs by reducing the number of small and local pick-up purchases made. Plans are underway to utilize more just in time contracts for restocking purposes. Office and data processing supply needs have recently been assigned to the Central Stores buyer for purchase once a week for better commodity management. Central Stores issues were \$278,467 representing a stock turn of 2.11 on an inventory of \$273,984. We have recently established a contract with the Medical University of South Carolina to allow College departments to replenish health and medical supplies from their Central Supply. This agreement is proving to be very successful and provides us top quality health and medical supplies at minimal cost.

The Plant Property function of Supply manages the recording, redistribution, and inventory of 4,836 items of portable plant property valued at \$11,381,444 is facilitated by use of a computerized Plant Property Inventory System. It is planned that the Fixed Assets module of the Financial Records System replace the current system and be implemented within the next twelve months. Semi-annual inventories continue and coupled with better reports have aided College departments in managing the plant property in their control. Capitalization criteria remains at \$500. This year we entered into a cooperative agreement with the Medical University of South Carolina to sell College surplus declared junk by the State through their retail surplus store. We expect this to prove beneficial to the MUSC, the College, and the public.

Monitored by the Administration division, the Minority Business Enterprises (MBE) Utilization Plan for 1991-92 had as a goal to award 10.5% of all contractable purchases to state certified minority businesses. Of the 437 MBE's solicited, 300 (70%) responded and 252 (59%) awards were made. This represented

FINANCIAL REPORT

Fiscal Year Ending June 30, 1992

Operating Funds

Education and General Revenue	
State Appropriation	\$ 20,259,835
Student Fees	20,736,145
Other Revenue	<u>344,189</u>

Total Educational & General Revenue \$ 41,340,169

Auxiliary Enterprises	12,889,317
Student Aid	2,841,819
Sponsored Instruction & Research	<u>1,011,455</u>

Total Operating Revenue \$ 58,082,760

Expenditures & Transfers

Education and General	
Instruction	\$ 19,553,812
Research	371,420
Academic Support	4,553,839
Student Services	2,409,387
Institutional Support	5,935,968
Operation & Maintenance	5,653,219
Student Scholarship	603,453
Public Service	<u>16,492</u>

Total Expenditures \$ 39,097,590

Transfers to Plant Funds \$ 2,242,579

Total Educational & General Expenditures & Transfers \$ 41,340,169

Auxiliary Enterprises	12,889,317
Student Aid	2,841,819
Sponsored Instruction & Research	<u>1,011,455</u>

Total Operating Expenditures \$ 58,082,760

STATISTICS

	<u>FALL 1991</u>	<u>FALL 1990</u>	<u>FALL 1989</u>	<u>FALL 1988</u>
<u>Total Enrollment</u>				
Head Count	8,781	7,726	6,778	6,205
Full-time Equivalent (Based on 15 Credit hours for under- graduate and 12 credit hours for graduate students)	7,069	6,361	5,738	5,032
Percent Increase/ (Decrease) in Head Count	+13.7%	+14.0%	+9.2%	+7.6%
Percent Increase/ (Decrease) in FTE	+11.0%	+10.9%	+14.0%	+7.7%
<u>Enrollment by Type of Student</u>				
Undergraduate	7,513	6,663	6,267	5,756
Degree-Seeking	6,515	6,135	5,408	4,778
Nondegree	998	528	859	989
Graduate	1,268	1,063	511	438
Degree-Seeking	273	246	172	147
Nondegree	995	817	339	291
<u>Enrollment by Class</u>				
Freshman ¹	2,273	2,912	1,960	1,767
Sophomores	1,773	1,389	1,786	1,498
Juniors	1,292	1,011	848	790
Seniors	1,177	823	814	723
Graduate (Degree and Nondegree)	1,268	1,063	511	438
Other (Nondegree Undergraduates)	998	528	859	989
<u>Enrollment by Sex</u>				
Male: Full-Time	2,350	2,058	1,915	1,623
Part-Time	<u>629</u>	<u>601</u>	<u>469</u>	<u>508</u>
TOTAL	2,979	2,659	2,384	2,131
Female: Full-Time	4,007	3,673	3,332	2,931
Part-Time	<u>1,795</u>	<u>1,394</u>	<u>1,062</u>	<u>1,143</u>
TOTAL	5,802	5,067	4,394	4,074
Female as a Percent of Total Head Count	66.1%	65.6%	64.8%	65.7%
Male as a Percent of Total Head Count	33.9%	34.4%	35.2%	34.3%

¹Freshman status changed to from 0-19 to 0-29 hours in Fall 1990.

	<u>FALL</u> <u>1991</u>	<u>FALL</u> <u>1990</u>	<u>FALL</u> <u>1989</u>	<u>FALL</u> <u>1988</u>
<u>Student Characteristics</u>				
Full-Time: White	5,745	5,211	4,756	4,124
Non-White	612	520	491	430
Part-Time: White	2,138	1,728	1,343	1,444
Non-White	286	267	188	207
State Residents	7,172	6,230	5,615	5,291
Out-of-State or Nonresidents	1,609	1,496	1,163	914
State Residents as a Percent of Head Count	81.7%	80.6%	82.8%	85.3%
<u>Faculty Characteristics</u>				
Professors	58	59	56	52
Associate Professors	99	103	96	92
Assistant Professors	103	89	89	95
Other	25	25	19	9
% with Terminal Degrees	85%	84%	85%	87%
% with Tenure	76%	79%	79%	77%
Sections taught ²	1,402	1,287	1,151	981
Credit Hours Generated	104,826	94,351	85,397	74,943
Average Class Size	26.8	26.4	27.9	27.1
<u>FTE Students to FTE Faculty Ratio</u>				
FTE Students	7,069	6,361	5,738	5,032
FTE Faculty	356.68	324.93	281.90	253.83
Ratio	19.82:1	19.58:1	20.35:1	19.82:1
<u>Average Salaries by Rank³</u>				
Professor	\$ 46,506	\$ 46,353	\$ 44,077	\$ 41,467
Associate Professor	39,876	40,351	38,233	36,504
Assistant Professor	30,579	30,736	28,924	28,168
Instructor	22,974	22,952	22,390	23,140

²Each section of a course or lab is counted separately, however, independent studies, tutorials, practicums, thesis research, applied music, and bachelors essays are not included.

³The average 9-month roster faculty salaries are weighted by the actual classroom teaching loads; therefore, a decrease may be the result of leaves, sabbaticals, and reduced teaching loads, as well as promotions and retirements.



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FALL
1988FALL
19884,124
430
1,444
307
2,3914,758
491
1,733
188
2,6122,211
220
1,728
257
2,2302,745
612
2,138
286
7,172

Student Characteristics
Full-Time: White
Non-White
Part-Time: White
Non-White
State Residence
Out-of-State or
Nonresident
State Residence as
a Percent of
Hand Count

82.32

82.82

80.62

81.72

Faculty Characteristics
Professors
Associate Professors
Assistant Professors
Other
2 with Terminal Degree
2 with Tenure
Section
Credit Hours Completed
Average

22
92
92
9
872
772
941
947
27.126
96
89
10
872
772
941
947
27.128
103
88
25
842
772
941
947
27.128
92
107
22
822
772
941
947
27.1

Total Number of Documents Printed

255

Cost Per Unit

\$ 1.98

Printing Cost - S.C. State Budget & Control Board (up to 255 copies) \$ 506.02

Printing Cost - Individual Agency (requesting over 255 copies
and/or halftones)

\$ —

Total Printing Cost

\$ 506.02

2,414,467
26,204
28,168
23,1402,446,077
28,222
28,874
22,3902,462,222
28,222
28,124
22,9822,462,206
28,872
28,122
22,974

Professor
Associate Professor
Assistant Professor
Instructor

Each section of a course or lab is counted separately, however, independent studies, tutorials, practicum, thesis research, applied music, and bachelors essays are not included.

The average 9-month roster faculty salaries are weighted by the actual classroom teaching loads; therefore, a decrease may be the result of leaves, sabbaticals, and reduced teaching loads, as well as promotions and retirements.